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ABSTRACT

Designed to provide planning assistance to administrators and staff who offer vocational instruction to persons of limited English proficiency, this guide focuses on three components of a successful program: vocational instruction, language instruction, and support services. The first two chapters address the questions of why these programs should be provided and how to determine local needs for them. The third chapter shifts the focus from why to how, including methods of instruction and presenting a hierarchy of delivery forms for each component. A description of program types discusses the coordination of content and timing between the chosen forms. The chapter on local resources addresses problems of utilizing staff materials and facilities from monolingual vocational programs to develop a bilingual program. The final chapter summarizes on-going planning considerations and continued needs for data collection and evaluation with regard to recruitment, funding, financial aid, state coordination, follow up, and testing, and emphasizes the need for communication between students, staff, community, and administrators. An appendix presents brief descriptions of various types of programs and their implementation, with a contact person for each. (JD)

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A Planning Handbook for Bilingual Vocational Education

prepared by

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2

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TABLE OF CONTENTS

		Page
AKNOWLEDGEMENTS	. . . . .	ii
LIST OF TABLES	. . . . .	iv
INTRODUCTION	. . . . .	1
CHAPTER I	- Need for Planning and Development	5
CHAPTER II	- Determining Local Needs	13
CHAPTER III	- Program Components	29
CHAPTER IV	- Program Types	47
CHAPTER V	- Local Resources and Program Development	55
CHAPTER VI	- Implications of Planning for Program Management	63
APPENDIX	- Program Descriptions	73

LIST OF TABLES

			Page
TABLE I	-	School Districts LEP Population	16
TABLE II	-	Occupations: Growth and Replacement Openings	22
TABLE III	-	Openings by Occupational Clasification	25
TABLE IV	-	Characteristics of ESL in Programs Surveyed	33
TABLE V	-	Forms of Bilingual Instruction used in Programs Surveyed	39
TABLE VI	-	Support Services in Programs Surveyed	40
TABLE VII	-	Occupational Concentration and Length of Programs Surveyed	44
TABLE VIII	-	Distribution of Program Types among Programs Surveyed	54

Introduction

The purpose of this booklet is to provide planning assistance to Administrators and staff who provide or plan to provide vocational instruction to persons of limited English proficiency . The problems facing vocational programs when confronted with the linguistically different student have in the past been met with a variety of solutions. The most common term for the methodology of these solutions is Bilingual Vocational Training, from which the title of this booklet is derived. Strictly speaking, bilingual vocational training is only one method of making vocational instruction available to those with limited English proficiency. In its "pure" form, this method involves instruction in two languages, with a vocational skills area being the content matter.

In this booklet, "pure" bilingual vocational training is used as one end of a continum, the other end of which is monolingual vocational training. Other methods for providing vocational education to limited English proficiency persons are alligned along this continum and are distinguished from each other by the modifications to monolingual instruction which they employ. These modifications occur in the three components identified for vocational education for limited English proficiency persons: Vocational Instruction, Language Instruction and Support Services. Each component is subdivided into different delivery forms. For example, Language Instruction can on its simplest level consist of Regular English classes employing bilingual tutors or aids. At the other extreme, it can consist of Vocational English as a Second Language classes (VESL).

The selection of one form from each component is the first step in establishing a "Type" of vocational program for limited English proficiency persons. The coordination of content and timing between the component forms is the second step which will result in one of the Types. This typology is based upon the responses to questionnaires sent to different vocational programs for limited English proficiency persons in Wisconsin and across the U.S. Descriptions of these programs are provided in the Appendix.

The most commonly asked question concerning vocational instruction for persons of limited English proficiency is not how to provide instruction and services, but why. The chapter "Need for Planning and Development" addresses the latter question, which is divided into several smaller questions: are the methods for providing vocational instruction to the linguistically different passing fads? Is there any justification for a different form of instruction than existed in the past? Is the population of the group so large that alternative methods of instruction are feasible? Do these types of instruction retard intergration into society? Are there significant benefits for either the client group or the participating institution? In answering these questions, this section justifies the pursuit of the following chapter, "Determing Local Needs".

To initiate planning on the local level, the specific manifestation of the general need for vocational instruction to persons of limited English proficiency must be determined. While common concerns exist state and nation wide, the concerns will take different forms in each local area. Basically, administration and staff of local vocational programs must evaluate the size and the nature of the population they will serve and must ascertain the employment possibilities for this population when training is completed. The population of the different language groups and the high demand occupations of the area are the data which will predicate the choice of instructional method.

The next chapter, "Program Components", shifts the focus from why to how. The possible methods of instruction are examined through the previously mentioned division of instructional programs into the components of Vocational Instruction, Languge Instruction and Support Services. A heirarchy of delivery forms is presented for each component.

The factors that determine the type of program resulting from the component forms are discussed in "Program Types". A discussion of the coordination of content and timing between the chosen forms is followed by an explanation of the method by which the program descriptions included in the Appendix were assigned a Type signification. Included in this explanation is a general overview of the program descriptions.

The chapter, "Local Resources", addresses the problems of utilizing the

personnel, materials, and facilities of monolingual vocational programs in the development of one of the above mentioned types. The steps for upgrading a vocational program for limited English proficiency persons (progressing from one component form to the next) are presented with reference to staff training, materials development, and facilities adaptation. Program administrators can initiate a program with what is at hand and build upon these resources as needs change and more funds become available.

The last chapter summarizes the planning considerations which must be on going concerns. The continued need for data collection and evaluation is stressed with regard to the following elements: Recruitment, Funding, Financial Aids, State Coordination, Follow up, and Testing. In each of these elements, communication between students and staff, between staff and community, and between staff and administrators receives emphasis.

Since this booklet extrapolates what is possible from what is currently done, the result is a blend of theory and practice. It is hoped that the program descriptions will serve as a guide to existing practices and that the model derived from those descriptions will present the possibilities that are present within the field. Needs will vary from local area to local area; therefore planners and administrators need to be aware of how others have matched needs with services and how their unique situation can be met within a theoretical construct. This information together with pragmatic suggestions and a partial listing of source background completes a resource which will hopefully ease the difficulty which many administrators face in serving the vocational needs of limited English proficiency persons.

CHAPTER I

Need in Planning and Development

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Need for Planning and Development

A vocational program for limited English proficiency persons has the potential to assist not only the students served but to benefit the sponsoring agency/institution, local employers, and the community as well. Such a program will enable its students to become contributing members of society, will strengthen the societal contributions of the agency/institution, will provide employers with well trained workers, and will strengthen the economic environment of the community. These results are well worth the time and energy necessary to plan and develop a successful program. However, because this field of endeavor is sometimes misunderstood, the administration and staff involved in planning should be prepared to counter misinformation about bilingual vocational education with current knowledge of its theory and practice. The following paragraphs articulate the most common misconceptions and provide the information necessary for planners to enlist the support of potential critics.

The recency of the publicity devoted to bilingual education suggests to some the appearance of yet another educational fad. Others question the need for a new method of instruction given the success of European immigrants' assimilation with the dominant culture. Still others question whether the size of the non-English speaking population justifies the added expense. More closely related to the nature of the instruction itself are reservations about whether bilingualism and multiculturalism slow the participants' assimilation into society. And the question which perhaps comes the closest to home concerns the nature of benefits for the institutions involved. All of the above are valid concerns; they establish the criteria by which adoption of a new technique or method should be judged. Although they are phrased from the opposing viewpoint, the results of an examination of each persuasively speaks in favor of the added effort requisite to the design and implementation of a successful program.

Although bilingual education in general and bilingual vocational education in particular seem to have gained currency only in the last few decades, their roots reach back much further. Before the turn of the century, bilingual education in the United States was much more common than is generally known. Any location at which non-English speaking immigrants congregated was likely to have its own school with the dominant language

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as the means of instruction. The following is a summary of bilingual education in the U.S. in the last century.

"First Segment: Public Elementary Schools

Phase I: 1839-1880

German was the only non-English tongue admitted as a medium of teaching except for French in Louisiana and, from 1848, Spanish in New Mexico. The heyday of the public bilingual school was before the Civil War.

Phase II: 1880-1917

There were German-English bilingual schools in Cincinnati; Indianapolis; Baltimore; New Ulm, Minnesota; and in an unknown number of rural places. In other schools German was taught as a subject, but not used as a medium of instruction. Norwegian, Czech, Italian, Polish and Dutch were also occasionally taught but not used as teaching mediums.

Second Segment: Non-Public (Chiefly Parochial) Elementary Schools

Phase I: (Before 1800)

German schools flourished throughout the country. Also this period saw the beginning of many French schools in New England and many Scandinavian and some Dutch schools in the Midwest. Many of these schools were not actually bilingual in their curricula; they were non-English schools where English was taught as a subject.

Phase II: (After 1880)

This period saw the multiplication of French and Scandinavian schools as well as the founding of numerous parochial schools especially for Catholic newcomers from Eastern and Southern Europe: e.g., Poles, Lithuanians, Slovaks."[1]

Bilingual education as a "fad", then, has lasted for almost 140 years! And the same circumstances which created a favorable environment for bilingual education in the past, a massive influx of non-English speaking persons who create geographically centralized settlements, are being recreated today. Such a time tested method for educating the linguistically different cannot be ignored.

As shown above, many but not all immigrants in the last century were the recipients of bilingual education in some form. Those that did not, as well as those who did, have made the transition from one language and cul-

ture to another and have achieved access to the economic system. One could logically question the necessity of providing bilingual education. If many newcomers to the U.S. were in the past able to join the labor pool without the benefit of bilingual education, why should today's generation of non-English speaking arrivals be any different? Phrased in its most common form, the question is, "If grandfather was able to make the adjustment on his own, why can't 'these people' do the same?" The answer lies in the altered nature of society and available occupations.

The last forty to fifty years have witnessed a remarkable explosion of technology. In 1940 23.2% of the U.S. population lived on the farm. By 1978 that percentage has shrunk to 3.7%. This massive exodus to the cities and to the factories that provided work there dictated changes in the types of work available and the skills that those types of work demanded. One basic change was from working for oneself to working for somone else. The former, no matter if the occupation was farmer or craftsman, was less linguistically dependent than the latter. When working for oneself, language is a much less essential tool than the job skill itself. And, no matter what level of skills the non-English worker brought to the new country, sufficient non-linguistically dependent occupations existed to absorb the influx. Today however, most available occupations involve interaction with other employees and hence demand competence in English. In addition, the technological gap between the U.S. and the countries from which workers now emmigrate has widened. More often than not, new work skills must be acquired in addition to English language skills. Bilingual vocational education then is an efficient means for teaching both job and language skills. Funds for making the individual employable can be expended in two ways: Providing instruction in job communication and performance skills through the educational system or supporting the individual on the welfare roles while he/she seeks those same skills outside of the educational system. Providing specific instruction in both areas is more cost efficient than public support while the individual attempts random self-instruction.

Like many other processes, the feasibility of bilingual vocational education depends to some extent on the number of those who will participate in it. Since the cost per individual decreases as the total number of individuals increases, many question the advisability of implementing bilingual vocational programs in areas where the limited En-

glish proficiency population is low in Wisconsin. In general Wisconsin has a sufficient client population to justify this service. Estimates on the Spanish speaking population range from 100,000 to 125,000. The Indochinese population is about 3,000 to 4,000. Since these numbers are increasing significantly due to relocation patterns, educators can safely assume that enough participants are available overall to warrant the additional expense that bilingual vocational education might incur. The Spanish speaking population, though, is concentrated in the urban areas of southeast Wisconsin. When such clustering exists, cost efficiency is liable to be much greater. Areas of the state with a low density of limited English proficiency population face a more ambiguous situation. In these geographical areas, the small number of potential clients and the diversity of languages spoken by those clients make bilingual vocational education, in its pure form, imprudent if not impossible in terms of cost and available qualified personnel. However, while the ideal may not be feasible in every case, approximations thereof are. And if the different programs which approach the ideal are ordered on the same principles that comprise the "complete" bilingual vocational program, transfering from one program to another within the state will be facilitated, thus enhancing the employment possibilities for participants. The following chapters examine how low density population areas can provide the best service possible and at the same time maintain coordination with other programs and maximize the possibilities for upgrading the area's program.

The effect which bilingual education might have on the individuals' assimilation into society concerns many educators. Does bilingual education hinder the acquisition of English? Will bilingual education lead to separatism in society? The first question presumes that English instruction does not occur in bilingual education. In almost all cases (See Chapter III) English as a Second Language classes are a component of the bilingual program. Given this arrangement, English proficiency progresses at a faster rate than if English classes alone are provided, for the individual's language skills are reinforced in classes in which a content area, vocational or otherwise, is taught bilingually. It is important to keep in mind that bilingual classes present content material in both English and the dominant language. Separatism will not exist if the individual has sufficient language proficiency to participate in the mainstream society. The principles of bilingual education

run counter to separatism, for they provide a means by which the individual can become part of society. Dualism in language and culture can result, but implies participation in both worlds, not the adaption of one with the exclusion of the other. In this way bilingual education produces students who possess more, linguistically and culturally, rather than less.

When the student brings a knowledge of one language to the classroom, he/she brings an invaluable tool for both second language and content skills acquisition. The first language can be seen as a "bridge" which allows the student access to further knowledge. The student's knowledge of his/her language is exploited in that the first language is used to teach vocational content areas concurrently with English instruction related to those areas. In terms of skill acquisition this is obviously more efficient. The student obtains a much better grasp of the material being taught if he/she can use all of the advantages that he/she possesses, i.e. the first language. Mastering English does not suffer as some critics fear. Rather than relying on the first language as a crutch, the student learns English better because he/she has a context, the vocational skills, in which to place it. In terms of efficiency then, bilingual vocational education allows the student immediate access to skills training and provides an incentive to and a context for language training.

Obviously provisions for offering bilingual vocational education within an institution will involve financial expenditures. Whether the benefits that accrue to the students are worth the cost is a theoretical question, one which could be asked of any educational program serving any clientele, and one which can be satisfactorily answered only by the institution itself. Leaving such issues aside though, several concrete benefits to the institution exist. First, the aim of a bilingual vocational training program is employment, and (as will be discussed in later chapters) an efficient bilingual vocational training program prepares its students for employment in jobs for which a demand has been demonstrated. Therefore the long range result will be people working in jobs, paying taxes and hence increasing the total dollar amount available for services in the community and in the educational system. An additional benefit is that those employed contribute to rather than deplete the services budget. These are concrete economic advantages,

but they usually accrue to the community as a whole rather than to the institution in particular.

The institution benefits directly from the one criterion that is rightly or wrongly used most frequently as a measure of success: enrollment. Many schools, when faced with declining number of students, go to extraordinary lengths to bolster the enrollment figure. Some measures that are taken, relaxation of standards or duplication of services, are patently detrimental to the well being of the institution and community. Reaching out to serve a new segment of the potential student pool, as in bilingual vocational education, does not reduce the quality of services, nor does it provide services which are not beneficial to the public which the institution serves. Any program that can strengthen the institution and improve the nature of its community services deserves consideration and warrants some additional expense.

As has been demostrated in this chapter, bilingual vocational education is a viable and time tested means of connecting limited English proficiency persons with the economic system. The nature of the employment market and the number of non-English speakers who wish to participate in that market both argue for an efficient means of occupational training which bilingual vocational education has been shown to be. And, since the institution as well as the individual and the community benefit, the organization of bilingual vocational education programs and approximations thereof seem to be the next logical step. Determining the degree to which this can and should be done at the local level is the topic of the next chapter.

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[1]Cordasco, Francisco, Bilingual Schools in the United States. New York: McGraw-Hill, 1976, p. 2.

[2]U.S. Bureau of Census, Statistical Abstract of the United States, 1979 - 100th Edition. Washington, D.C., 1979, p. 681.

CHAPTER II

Local Needs Determination

Local Needs Determination

Before any planning or program development can begin, the nature of the local needs for bilingual vocational education must be identified. The previous chapter briefly mentioned the general need which exists in Wisconsin as a result of population increases. These figures are only part of the data necessary to establish local needs. The language spoken, the high demand occupations in the geographical area, student requests, and current student skills reveal needs which the local bilingual vocational program must address. This chapter will examine the sources of and/or methods for identifying these areas.

The size and dominant language of the limited English proficiency person population are probably the two areas which receive the most attention from administrators. While it is obviously essential to have this data prior to planning, it is often difficult to obtain accurate figures. For a variety of reasons; political, social, economic, etc.; the figures change depending on the source. This problem is compounded by the lack of agreement on the definition of the client group to be identified. "Limited English proficiency person", would be the most useful designation, but the available population studies do not employ that term. Instead, categories like Spanish/American, Latino, Asian descent etc. are used. While these terms narrow down the field, they do not indicate precisely the number of people who could benefit from bilingual vocational education. Therefore caution should be exercised in the interpretation of population tables.

In Wisconsin, the most useful data sources on the population and distribution of limited English proficiency persons come from the Department of Industry, Labor and Human Relations (DILHR), The Department of Public Instruction (DPI), and the 1970 Census. While the latter is admittedly out of date, it does provide an extensive breakdown of characteristics within categories. More current figures come from the DPI report from which the following table is derived. The number of persons per language group per school district in grades 9-12 form the pool from which vocational programs will draw their students in the next few years. However, planning efforts should not be based solely on these figures. Limited

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English proficiency persons who have recently immigrated, or relocated; adults rather than "student age" persons; are a significant, if harder to document, potential source of students.

TABLE I[1]

School District	9-12
Adams-Friendship	
Arabic	2
Almond-Bancroft	
Spanish	3
Altoona	
Laotian	-
Appleton	
Finnish	-
Greek	-
Laotian	3
Spanish	4
Vietnamese	5
Arrowhead	
Thai	-
Turkish	-
Vietnamese	-
Baraboo	
Chinese	-
Indian	1
Native American	-
Barron Area	
Spanish	2
Beaver Dam	
French	1
Korean	-
Laotian	-
Spanish	1
Vietnamese	-
Beloit	
German	1
Greek	-
Italian	-
Portuguese	1
Vietnamese	-
Berlin	
Spanish	-
Black Earth—Mazomanie (See Wisconsin Heights)	
Brown Deer	
Arabic	-
Spanish	-
Burlington	
Laotian	-
Spanish	-

School District	9-12
Cedarburg	
Spanish	-
Cedar Grove-Belgium	
Spanish	-
Chetek	
Vietnamese	-
Cudahy	
Arabic	1
Italian	-
Filipino	-
D.C. Everest	
Spanish	2
Vietnamese	-
Deerfield	
Cambodian	-
DeForest	
Spanish	3
Swiss	1
Vietnamese	2
Delavan-Darien	
Korean	2
Spanish	10
Vietnamese	-
De Soto	
Arabic	1
Spanish	1
Dodgeville	
Spanish	1
East Troy	
Tagalog	1
Eau Claire	
Korean	-
Laotian	1
Spanish	1
Vietnamese	1
Fimbrook	
French	-
German	-
Italian	1
Swedish	-
Tagalog	-
Yugoslavian	1

TABLE I (Continued)

School District	9-12
Flambeau	
Spanish	-
Fond du Lac	
Greek	-
Chinese	-
Laotian	4
Spanish	9
Vietnamese	1
Fontana Jt. #3	
Spanish	-
Fort Atkinson	
Laotian	1
Spanish	-
Fox Point-Bayside	
Iranian	-
Taiwanese	-
Franklin	
Spanish	-
Persian	-
Germantown	
Korean	-
Glendale-River Hills	
German	-
Hebrew	-
Indian	-
Iranian	-
Italian	-
Persian	-
Spanish	-
Green Bay	
Laotian	6
Spanish	-
Vietnamese	1
Other	-
Greenfield	
Arabic	-
German	-
Yugoslavian	-
Hayward	
Spanish	-
Holmer	
Laotian	-
Horicon	
Spanish	-
Janesville	
Chinese	-
Filipino	1
Spanish	-

School District	9-12
Jefferson	
Spanish	-
Kenosha	
Arabic	-
Italian	6
Korean	5
Lebanese	5
Spanish	73
Vietnamese	1
Yugoslavian	5
Kettle Moraine	
Portuguese	1
Spanish	1
Vietnamese	1
Kiel	
Rumanian	-
Kimberly	
Laotian	-
Icelandic	-
LaCross	
Arabic	1
French	-
Vietnamese	3
Korean	1
Lebanese	1
Lake Geneva UHS	
Iranian	1
Japanese	1
Lake Geneva Jt. #1	
Japanese	-
Lake Mills	
Spanish	1
Lomira	
Spanish	-
Loyal	
German	-
Madison	
Afrikaans	-
Amdaric	-
Arabic	3
Armenian	-
Bengali	-
Cambodian	2
Cantonese	-
Farsi	6
Finnish	-
French	1
German	-
Greek	2
Hebrew	1

TABLE I (Continued)

School District	9-12
Madison (..Continued)	
Hindi	1
Hmong	1
Hungarian	-
Ibo (Kwa)	-
Igbo	2
Indonesian	-
Indian	-
Japanese	2
Korean	-
Laotian	3
Lingale	1
Mahrati	-
Malaysian	-
Mende	-
Nepalese	-
Norwegian	1
Persian	13
Polish	-
Portuguese	2
Sinhalise	-
Spanish	32
Swedish	1
Sudanese-Arabic	-
Taiwanese	-
Tagalog	-
Taglon	-
Tamil	-
Telugu	-
Tiv	-
Tobogo	-
Turkish	1
Twi	-
Vietnamese	10
Yoruba	-
Manitowoc	
Arabic	-
Laotian	2
Spanish	-
Vietnamese	-
Marinette	
Laotian	-
Marshall	
Spanish	1
Menasha	
German	1
Spanish	-
Menomonee Falls	
Spanish	-

School District	9-12
Mequon Thiensville	
Chinese	1
Indian	-
Portuguese	1
Merrill	
German	-
Middleton-Cross Plain	
German	-
Hindi	-
Iranian	-
Persian	1
Milwaukee	
Albanian	-
Amharic	1
Arabic	8
Armenian	1
Assyrian	1
Bulgarian	-
Cambodian	1
Chinese	4
Croatian	-
Czech	-
Dutch	1
Egyptian	-
Frech	1
Filipino (Tagalog)	2
German	5
Greek	1
Indian (India)	1
Indonesian	-
Iranian	2
Italian	1
Jamaican	-
Japanese	-
Jordanian	-
Korean	5
Laotian	2
Latvian	-
Malayan	-
Norwegian	-
Polish	6
Portuguese	-
Rumanian	1
Russian	6
Serbian	4
Sicilian	-
Slovak	-
Spanish	598
Thai	1
Vietnamese	6
Yugoslavian	-

TABLE I (Continued)

School District	9-12
Mineral Point	
Vietnamese	-
Monroe	
Portuguese	1
Spanish	-
Mt. Horeb	
Filipino (Tagalog)	-
Spanish	-
Makwonago	
Korean	-
Spanish	-
Muskego	
German	-
Taiwanese	-
Persian	1
Neenah	
Arabic	1
Spanish	1
Vietnamese	2
Nekoosa	
Spanish	-
New Berlin	
Arabic	1
Egyptian	-
Greek	-
Indian	-
Spanish	-
Vietnamese	2
Nicolet	
Persian	2
Spanish	2
Norway-Raymond	
Spanish	-
Oak Creek	
Dutch	-
German	-
Spanish	-
Oakfield	
Spanish	1
Osceola	
Vietnamese	4
Oshkosh	
Laotian	1
Spanish	-
Taiwanese	-
Vietnamese	-
Palmyra	
Spanish	4

School District	9-12
Peshtigo	
Italian	1
Plainfield	
Spanish	1
Platteville	
Greek	-
Portage	
Spanish	-
Port Washington	
Spanish	-
Racine	
Armenian	7
Chinese	2
Danish	2
French	-
German	15
Greek	3
Hungarian	-
Indian	-
Italian	5
Korean	-
Pakistani	-
Polish	-
Serbian	4
Spanish	242
Vietnamese	1
Yugoslavian	15
Other	3
Randolph	
Spanish	-
Random Lake	
Spanish	1
Jt #1 Raymond,Dover,Norway	
Spanish	-
River Falls	
Arabic	2
Greek	1
Spanish	1
River Valley-Spring Green	
Tagalog	1
Rosendale-Brandon	
Italian	-
Saint Francis	
Polish	2
Salem, Jt. #2	
Spanish	-

TABLE I (Continued)

School District	9-12
Sheboygan	
Chinese	-
German	1
Spanish	10
Vietnamese	2
Indian	-
Laotian	-
Shorewood	
Arabic	2
Chinese	-
German	-
Italian	-
Japanese	-
Malaysian	-
Persian	-
Russian	1
Spanish	3
Taiwanese	-
Vietnamese	-
Yugoslavian	-
South Milwaukee	
Albanian	-
Armenian	-
Asian	-
Greek	-
Italian	-
Lebanese	-
Polish	-
Spanish	-
Yugoslavian	5
Sparta	
Laotian	-
Spanish	-
Stevens Point	
Arabic	2
Spanish	1
Vietnamese	5
Indian	-
Iran	-
Turkey	-
Korean	-
Stoughton	
Cambodian	-
Superior	
Greek	-
Nigerian	2
Tomah Area	
Hawaiian	-
Twin Lakes	
Spanish	-

School District	9-12
Two Rivers	
Spanish	2
Verona	
Arabic	1
French	-
Walworth Et. Ab.	
Japanese	-
V. Rochester V Jt #1	
Spanish	-
Washburn	
Philippine	-
Watertown	
Laotian	1
Waukesha	
Korean	-
Laotian	1
Spanish	115
Waunakee	
Waupaca	
Laotian	-
Spanish	4
Waupun	
German	-
Wausau	
Chinese	1
Indian (India)	-
Korean	-
Laotian	-
Spanish	3
Vietnamese	1
Wautoma	
Spanish	-
Wauwatosa	
Chinese (Cantonese)	2
German	-
Italian	-
Laotian	-
Spanish	-
Swedish	-
Vietnamese	2
West Allis	
Italian	-
Spanish	-
Vietnamese	1
Yugoslavian	1
West Bend	
Farci	2
Spanish	-

TABLE I (Continued)

School District	9-12
Westfield	
Spanish	-
Whitefish Bay	
Chinese	-
Korean	-
Russian	-
Whitewater	
Korean	-
Vietnamese	1
Spanish	-
Wittenberg-Birnamwood	
Spanish	1
Wilmot UHS	
Spanish	2
Vietnamese	1
Wisconsin Heights	
Spanish	-

T O T A L 1,445

Data such as the above provide an estimate of the population and language distribution within a geographical area. This data must be augmented, though, by information regarding the number and languages spoken by limited English proficiency persons currently enrolled in the vocational program. If English as a Second Language courses are offered, those figures should be readily available. If not, then a survey within the program can be taken.

To determine the number of limited English proficiency persons currently enrolled, the administration can request that all instructors notify a designated person of any student who could potentially benefit by instruction which takes linguistic differences into consideration. This list of students can then be given some form of an English Oral Proficiency Test. The combination of data search and informal survey with confirmatory testing should provide a basis for subsequent planning.

After the population and the language of that population are known, the next step in planning is to determine what occupational skills will be taught in the bilingual vocational training program. If the primary criterion for success, placement, is to be met, the students must acquire skills for which a market exists. Contributing factors to the choice of skills training might be the existence of a monolingual vocational program and the cultural background of the client group. However, the job market should be the primary consideration for the selection of occupational emphases. Completion and subsequent employment will best justify the expenditure of funds and effort necessary to create a bilingual vocational training program.

Ascertaining occupations for which a demand exists can take place on the basis of several geographic divisions: National, State and Local. National job trends provide very general guidelines but should not be the sole basis for planning. Some limited English proficiency students have already relocated once and are reluctant to do so again.. Others may not have the funds or confidence to make the move to another state. Occupational projections at the State level are much more useful, for they provide immediate sources of employment. Table II below is composed of data taken from Wisconsin Employment Occupational Projections to 1985 available from DILHR. It ranks occupations which require post-secondary training by the total number of openings available in each by 1985.

TABLE II[2]

Occupation	Growth Openings	%	Replacement Openings	%
Sales Worker (Ret. & Whol.)	10410	12	41790	49
Secretaries (Other than Medical & Legal)	14600	20	34510	47
Cooks	7040	30	--	--
Nurse Assts.	5360	20	13230	49
Carpenters	2730	13	10130	48
Truck Drivers	2400	6	8590	23
Heavy Equipment Mechanics	3500	20	5790	33
Welders	3020	15	5280	26
Auto Mechanics	2600	13	5350	27
Hairdressers	1840	18	4540	46
Machinists	1320	10	3890	30
Electricians	1300	12	3450	32
Plumbers	1620	20	2450	30
Excavating Machine Operators	1430	20	2120	30

TABLE II (Continued)

Occupation	Growth Openings	%	Replacement Openings	%
Computer Peripheral Equipment Operators	2620	60	690	16
Police & Detectives	1720	20	1560	18
Engineering & Science Technicians (Gen.)	1850	35	1090	21
Statistics Clerks	800	15	2060	39
Air Conditioning, Heating and Refrigeration Mechanics	1200	40	1110	37
Tool & Die Makers	620	12	1650	32
Grinding Machine Operators	320	5	1900	30
Clinical Lab. Tech.	920	25	1240	34
Mechanics Apprentices (Except Auto and Misc.)	600	15	1420	28
Lathe & Mill Operators	350	5	1550	25
Meat Cutters	0	0	1880	39
Household Appliance Mechanics	920	30	830	27
Sheet Metal Workers	530	13	1110	27
Dental Assits.	380	15	1090	43
Craft Apprentices (General)	280	10	1120	40
Brick & Stone Masons	390	12	970	31
Other Precision Machine Operators	530	17	810	26
Teacher Aides	0	0	1310	31
Insurance Adjustors	640	32	660	32
Computer Programers	900	30	370	12
Press Workers	400	10	860	21
Medical Secretaries	500	30	730	44
Telephone Installers	320	6	890	16

TABLE II (Continued)

Occupation	Growth Openings	%	Replacement Openings	%
Auto Body Repairers	370	10	830	22
Radio & TV Repairers	290	12	750	32
Molders	150	5	790	26
Electronics Technicians	600	23	310	12
Photographic Process Workers	160	10	640	40
Foresters & Conservationists	250	20	480	39
Lithographers and Photoengravers	380	21	330	18
Railroad Car Shop Repairers	140	15	360	40
Surveyors	210	20	260	25
Opticians	200	25	200	25
Data Processing Machine Repairers	280	40	40	6
Industrial Engineering Technicians	130	31	130	22
Dental Lab. Technicians	110	15	190	27
Mechanical Engineering Technicians	70	25	80	28
Aircraft Mechanics	90	20	60	14
Power Station Operators	20	6	100	26
Shipfitters	50	20	70	28
Tool Programers Numerical Control	90	46	10	5
Clerical Assts. Social Welfare	40	35	20	17
T O T A L	79,640		173,670	

In Table III the same occupations are grouped by classification and are ranked in the same manner as Table II.

TABLE III

Occupational Classification	Total Openings (by 1985)
Clerical Workers	91,830
Sales Workers	52,200
Service Workers	51,860
Operatives	30,920
Mechanics, Repairers and Installers	27,010
Construction Workers	26,590
Metal Workers	10,060
Proffessional, Technical & Kindred	9,040
Other Craft Workers	2,930
Printing Crafts	1,970
Transportation & Public Utility Workers	1,910
T O T A L	306,320

The occupations specific to the above classifications are listed below:

Clerical Workers: Secretaries(Other than Medical and Legal), Cashiers, Stock Clerks, Bank Tellers, Shipping and Receiving Clerks, Computer Peripheral Equipment Operators, Statistics Clerks, Telephone Operators, Payroll Clerks, Postal Clerks, Teacher Aides, Insurance Adjustors, Medical Secretaries, Bill and Account Collectors, Ticket Station, Express Agents, Duplicating Machine Operators, Clerical Assts. Social Welfare.

Sales Workers: Retail and Wholesale.

Service Workers: Cooks, Nursing Assts., Hairdressers, Police and Detectives, Dental Assts., Welfare Service Aides, Firefighters.

Operatives: Truck Drivers, Welders, Bus Drivers, Grinding Machine Operators, Lathe and Mill Operators, Meat Cutters, Other Precision Machine Operators, Photographic Process Workers, Surveyor's Assts.

Mechanics, Repairers and Installers: Heavy Equipment Mechanics, Auto Mechanics, Air Conditioning, Heating and Refrigeration Repairers, Mechanics Apprentices (Except Auto and Misc.), Household Appliance Mechanics, Auto Body Repairers, Radio and TV Repairers, Railroad Car Shop Repairers, Office Machine Repairers, Data Processing Machine Repairers, Aircraft Mechanics.

Construction Workers: Carpenters, Electricians, Plumbers, Excavating Machine Operators, Brick and Stone Masons.

Metal Workers: Machinists, Tool and Die Makers, Scheet Metal Workers, Molders.

Proffessional, Technical and Kindred: Engineering and Science Technicians (Gen.), Clinical Lab. Tech., Computer Programmers, Electronics Tech., Foresters and Conservationists, Surveyors, Industrial Eng. Tech., Mechanical Eng. Tech., Tool Programmer, Numerical Control.

Other Craft Workers: Other Craft Apprent., Carpet Installers,Opticians, Dental Lab. Tech., Glaziers, Shipfitters.

Printing Crafts: Press Workers, Photoengravers and Lithographers.

Transportation & Public Utility Workers: Telephone Installers and Repairers, Electric Power Line & Cable Workers, Power Station Operators.

The tables above give an indication of occupational needs on a state wide basis, but they do not guarantee any specific job openings. A local vocational program can insure a greater likelihood for its limited English proficiency persons' placement if it works in close coordination with the local sources of employment: Business, Industry, Commerce, etc. Working with these sources through an Advisory Committee not only allows the local program to train its clientele in occupations for which there is a demand but also identifies the skills which employers expect the potential employee to possess.

Employers benefit from the Advisory Committee as much as the program planners do. In return for input concerning hiring and skills needs, the employers have access to a pool of workers who have been trained in those particular skills. Using the latter reasoning the local vocational program can solicit the support of the area's employers on the Committee. Of the vocational programs surveyed which provide occupational training to limited English proficiency person (see Appendix) worked closely with an Advisory Committee in determining the focus and nature of the vocational training. An Advisory Committee can also include students representatives to measure the vocational areas in which student interest is highest. Unrealistic student expectations can be tempered by direct contact with industry representatives, who in turn will be sensitized to student needs and desires. Providing input for both groups at an early stage of program planning increases the probability of an efficient and therefore successful program.

Finally, student skills in light of the occupational training chosen must be assessed not only in the planning stage but on a continuing basis. Making these assessments depends on the career education mechanism already in existence. Whether bilingual aides are used to supplement existing assessment methods or whether an entirely new program component must be added, it is essential to determine at what skill and language level training must begin. Oral language proficiency tests and career assessment tools provide an indication of program needs in the areas of student interest and ability.

Once these and the population, language, and employment data are known, planning can proceed to the determination of what activities will meet those needs. The next chapter discusses these activities in terms of the three components of bilingual vocational education and the alternative forms of each component.

CHAPTER III

Program Components

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Program Components

A local vocational program has many options for meeting the need established through the methods discussed in Chapter II. That need was defined by the number, location, language, and skills of the students and by the occupations for which those students would be trained. These factors indicate who should be served and what goal will serve them best; this chapter presents the methods of how those students can be served and how that goal can most effectively be reached.

To facilitate discussion, vocational programs for limited English proficiency persons have been divided into three areas or components: vocational instruction, language instruction and support services. Each component can exist in a variety of forms depending on the language(s) used and on the means of employing that language(s). The three components and the possible forms of each are listed below.

Language Instruction

- Regular English
- Remedial English
- - - - - - - - - -
- Regular English with bilingual tutors
- Remedial English with bilingual tutors
- ESL
- VESL

Vocational Instruction

- Monolingual Instruction
- - - - - - - - - - - - -
- Monolingual Instruction with bilingual reference material
- Monolingual Instruction and bilingual aides or tutors
- Bilingual Instruction - Monolingual texts
- Bilingual Instruction - Bilingual texts

Support Services

- Monolingual
- - - - - - - -
- Monolingual with Cross Cultural Training
- Monolingual with bilingual aides
- Bilingual

(Counselors, Recruiters, Test/Ev. Spec., Placement, Financial Aids)

The forms above the dotted lines do not include modifications to accomodate linguistic differences and as such can be considered representative of a monolingual vocational program. Those forms below the dotted line represent possible means for providing instruction to limited English proficiency persons. As will be seen below not every possibility is manifested in actual practice.

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For purposes of illustration, the discussions of the forms of each component refer to the program descriptions found in the Appendix. These descriptions were written according to information gathered by means of a questionnaire. Of 152 questionnaires sent out, approximately 50 responses were obtained. The 32 programs that are described were retained because they represent a variety of component forms and hence a variety of program types. All Wisconsin programs that responded are included among the 32 in order to show the current efforts in Wisconsin. These descriptions will not be used as statistical justification for any one component form or program type; they only provide clarification of how the possible forms are manifested in existing programs.

Language Instruction. Since English is the skill most noticiably lacking in the client group, its instruction receives primary emphasis from those planning vocational programs for limited English proficiency persons. This emphasis is logical but should not be extended to the point at which English instruction is the only component offered. English is a tool necessary to job performance, but as will be mentioned later, is not the only means by which the student can have access to vocational instruction and other services.

A heirarchy of the forms of English instruction can begin with what existing monolingual programs already have in operation: Regular English. This form acts only as a point of departure for the subsequent variations.

Instructing the limited English proficiency person in a Regular English class or in a Remedial English class (a special section of the Regular English class) presumes no change in the method of instruction or in the materials for instruction. Using bilingual aides as a resource in the Regular or Remedial English classroom also retains the same instructional method and materials but provides the limited English proficiency person with a somewhat greater possibility for success. Linguistic concepts can be translated, and equivalents for difficult words, phrases or expressions can be provided. However, the modifications included in this form are only additions to a form of instruction which is targeted at an audience whose language needs involve codification rather than exposure. The limited English proficiency person needs language instruction which

concentrates on step by step exposure to and reinforcement of linguistic concepts. English as a Second Language is designed to directly address these needs.

English as a Second Language classes are employed by all of the programs surveyed who provide occupational training to limited Englisn proficiency persons. The ESL classes in the thirty two programs descriptions are differentiated by the context which they employ and by the timing of these classes in relation to the vocational component. The former distinction separates ESL from VESL. (Vocational English as a Second Language).

TABLE IV

Institution	ESL	Survival Skills Context	Occupational Training Context	Before or During Occupational Training		
Valley Vocational Center	X	X	X	X	X	
U.C.L.A. Extension	X	X	X	X	X	
Center for Employment Training	X	X	-	X	-	
Manatee Area Voc. and Tech. Center	X	X	X	X	-	
George Stone Area Voc. Center	X	X	X	X	X	
Office of the Governor, State of HI	X	X	X	X	X	
Rock Valley College	X	-	X	-	-	
S. Middlesex Reg. Voc. Tech. School	X	X	X	-	X	
Pontiac Public Schools	X	X	X	-	X	
St. Paul Tech. Voc. Institute	X	-	X	X	X	
N. Dakota State School of Science	X	X	X	-	X	
Northern New Mexico Community College	X	-	X	-	X	
Chinatown Manpower Project, Inc.	X	X	X	-	X	
School District of Lancaster	X	X	-	-	-	*
Community College of Philadelphia	X	X	X	-	X	
Texas Educational Foundation, Inc.	X	X	X	-	X	
Fort Worth School Dist./Adult Ed. Cent.	X	X	X	-	-	*
Hidalgo Jobs for Progress, Inc.	X	X	X	-	X	
San Antonio State Hospital	X	X	X	-	X	
Arlington Co. Adult Education	X	X	X	-	X	

TABLE IV (Continued)

Institution	ESL	Survival Skills Context	Occupational Training Context	Before or During Occupational Training		
Lakeshore Technical Institute	X	X	-	-	-	*
Western Wi. Technical Institute	X	X	X	X	-	
Mid-State Technical Institute	X	X	X	-	-	*
Milwaukee Area Technical College	X	X	-	X	X	
Waukesha Co. Technical Institute	X	X	X	X	X	
Comunidad de Amigos, Inc.	X	X	-	-	-	*
La Casa de Esperanza, Inc.	X	X	-	X	-	*
North Central Technical Institute	X	X	X	-	-	*
District One Voc. Tech. Institute	X	X	X	X	X	
Northern Wisconsin Tech. Institute	X	X	X	X	X	
Gateway Technical Institute	X	X	-	-	-	
SER-Jobs for Progress, Inc.	X	X	-	-	-	*

*Not connected with Occupational Training.

From the standpoint of the practice and repetition necessary to master English, providing ESL, (no matter what the context) prior to and during the Occupational Training would seem to be most effective use of this form. The form of language instruction offered prior to Occupational Training will vary according to the skill level of the student. Beginning through Advanced intermediate students would probably profit most from ESL with a Survival Skills context prior to Occupational Training. They require sufficient English proficiency to meet their day to day needs while still in school and, if the Occupational Training is conducted monolingually, require the fluency to comprehend the vocational instruction. If on the other hand, the Occupational Training is conducted bilingually or the students are advanced, the language instruction time during Occupational Training could be spent on ESL with an occupational or vocational context; e.g. Vocational English as a Second Language.

Vocational English as a Second Language (VESL) can either concentrate on the terminology, concepts and phrases particular to a specific occupation or cluster of occupations or can use the general concept of work

and employment as a context for language training. If the former definition is used, special VESL classes will have to be developed for the different areas of Occupational Training. This represents an added expenditure of time and resources that will have to be weighed against the number of students in each area of Occupational Training. The specificity of this approach may be a drawback in its demands upon resources but is a definite advantage in preparing the students to use the Occupational Training in an English speaking environment. The vocabulary and conceptual comprehension resulting from this type of study allow the students greater confidence in approaching employment in their occupation. However, for VESL classes which use the concepts of work and employment as a context for language, the opposite is true. All students, no matter what training area they may be planning to enter or have already entered, can take the same general VESL class. Such skills as job hunting, interviewing, etc. are used to introduce vocabulary and grammatical structures. Because the context is not job specific, only one course need be developed. For the same reason though additional instruction in job specific terminology may be necessary during Occupational Training.

Whether a VESL class is most effective before, during or before and during Occupational Training depends on the definition of VESL that is used and upon the students' level of language proficiency. Job Specific VESL used in any of these time references is advantegeous assuming that the students have had some prior language training. If they have not, then the job specific VESL might be better used during the Occupational Training with non job specific VESL or ESL provided before. Non job specific VESL can also be used effectively during Occupational Training.

Vocational Instruction. Modifications to monolingual vocational programs in order to accomodate linguistic differences require alterations in the method and/or materials used for instruction. Each form in which a monolingual instructor serves limited English proficiency persons assumes the existence of some form of language instruction. It logically follows that the more sophisticated or job specific the language instruction is, the greater are the chances of success for a form using monolingual instruction.

Monolingual Instruction with bilingual reference materials, such as technical dictionaires or glossaries, has the advantage of low cost. While the reference materials may be difficult to obtain in some languages for some occupations, the initial or start-up cost is the only one incurred. Existing instructors for existing occupational training programs can be used, teaching either special sections for limited English proficiency persons or integrating them into a monolingual class. It would be difficult to forsee circumstances in which this form could be effective in the absence of specific language instruction. ESL would seem to be the minimal form which could effectively complement this form of vocational instruction. Therefore the low cost of the vocational component might be offset by the cost of the language component. Another advantage of this form could be increased practice in English which student would receive during the "hands on" or laboratory segment of the vocational instruction. Because the students would be accustomed to utilizing the occupational concepts in an English speaking environment, the transition to employment which would manifest the same environment might be easier. However, monolingual instruction with bilingual reference materials partialy violates the dictum that "one should test only what one teaches".

Since comprehension of the vocational concepts depends on the students' mastery of English, monolingual instruction tests the students on material that is not being taught - English. While the language instruction component might mitigate this to some extent, it does not eliminate the chance that limited English proficiency persons would not be granted equal access to vocational instruction as their monolingual counterparts.

Monolingual Instruction with bilingual tutors is another form which attempts to eliminate the language barrier from instruction. The disadvantages that exist for the previous form are also present for this one, but one advantage is not: Cost. While there are few if any start up costs, the salaries of the tutors or aids (unless they can be employed on a volunteer basis) will be an on-going addition to the regular cost of instruction. Additionally, the advantage of using English in practicing the vocational concept may be lost because the students may find it easier to consult the tutor or aid than to use the reference material.

One advantage accounts for this form's position in the heirarchy. The disadvantage of the aid or tutor being more approchable than a dictionary with the result of decreased practice in English can, with adequate preparation, be transformed into a significant advantage. When this sort of classroom environment is initiated, the tutor or aid can be instructed to operate within certain parameters. Rather than acting as a "talking dictionary" or a "breathing translation machine", the tutor or aid can function as a one way sounding board. In other words, the student can address questions about terminology or concepts to the aid or tutor in the dominant language, but rather than answering in kind, the tutor should answer or explain only in English. In this way the dominant language is used as a tool but is not a medium on which the students can become dependent.

Bilingual instruction, whether with monolingual or bilingual texts, is most effective when coupled with language instruction for the same reasons as mentioned above. The students must ultimately perform in an English speaking environment. Since the purpose of instruction is not to produce bilingual welders or bilingual technicians but rather to enable limited English proficiency persons to become welders or technicians who can function in a situation in which English is the medium of communication, the students need instruction in both language and occupational skills. Bilingual instruction is a method by which the students are not tested on language skills before they have had the opportunity to master them. It provides the students direct access to the occupational skills through their dominant language and as such is more efficient in terms of skills training than monolingual instruction. It provides an environment for the reinforcement of language skills but is not a substitute for teaching those skills.

The choice of whether to use monolingual or bilingual texts or materials in conjunction with bilingual instruction depends on five factors. The first involves the funds available to the vocational program. Bilingual texts represent an additional cost. And since bilingual texts might not exist for some occupational areas and languages, translation is the only avenue for obtaining bilingual instructional materials, another considerable expense.

The translation process is inherent in the second factor: the degree of bilingualism of the vocational instructors. If the instructors are only marginally bilingual, they will have difficulty in translating or explaining troublesome parts of a monolingual text. On the other hand, an instructor fluent in both languages will be able to render an English text understandable in the students' dominant language.

The nature of the language component is a third factor in choosing the texts. If job specific VESL is used before the occupational training component, then the students will have fewer problems when using a monolingual text. If the terminology or concepts of the occupation are not covered in the language component, bilingual texts could cover those areas. Monolingual texts could be advantageous if an intensive language component is offered before and during occupational training, for the students would have sufficient competency to comprehend the concepts and to profit from the additional English exposure.

The choice of textual mode also depends upon the occupational skills being taught, the fourth factor. An occupation which requires the worker to use English to converse with customers or clients (a bank teller or a sales clerk for example) should have a training program which places a high emphasis on English proficiency: Monolingual texts could be appropiate under these circunstances. An occupation involving little or no customer contact allows for a training program with less emphasis on English proficiency, and as a result, bilingual texts could be used.

The final consideration is the literacy level of the students. If the students hava a low literacy level in their dominant language, monolingual texts would seem to avoid duplication of effort. Instructing the students in reading and writing of English would be more efficient than attempting to cover these skills in both languages.

In general then, the choice of form to employ in the vocational instruction component is highly dependent upon the resources of the local program, upon the skills of the student, and upon the language instruction component. The heirarchy of forms provides a general notion of their relative efficiency but does not indicate an absolute ranking. Each program must make its choice on the basis of the factors mentioned above. For illustrations of how the 30 sample programs use these forms see Table V on the next page.

TABLE V

Institution	Bilingual Instruction: Aids	Tutors	Instructors	Materials
Valley Vocational Center	X	-	X	X
U.C.L.A. Extension	-	-	-	-
Center for Employment Training	-	-	X	-
Manatee Area Voc. & Tech. Center	-	-	-	X
George Stone Area Voc. Center	-	X	-	X
Office of the Governor, State of Hawaii	X	X	X	X
Rock Valley College	X	-	-	X
S. Middlesex Reg. Voc. Tech. School	-	X	X	X
Pontiac Public Schools	X	X	X	-
St. Paul Tech. Voc. Institute	-	X	X	-
North Dakota State School of Science	-	-	-	-
Northern New Mexico Community College	X	-	X	X
Chinatown Manpower Project, Inc.	-	-	X	X
School District of Lancaster	-	-	-	-
Community College of Philadelphia	-	X	X	X
Texas Educational Foundation, Inc.	X	X	X	X
Fort Worth School District/Adult Education Center	X	-	-	X
Hidalgo Jobs for Progress, Inc.	X	X	X	X
San Antonio State Hospital	X	X	X	X
Arlington Co. Adult Ed. Center	X	X	X	-
Lakeshore Technical Institute	-	-	-	-
Western Wi. Tech. Institute	-	-	-	-
Mid-State Technical Institute	-	-	-	-
Milwaukee Area Technical College	-	-	-	-
Waukesha Co. Technical Institute	X	X	X	-
Comunidad de Amigos, Inc.	X	-	-	X
La Casa de Esperanza, Inc.	X	X	X	-
North Central Tech. Institute	-	-	-	-
District One Voc. Tech. Institute	X	-	-	-
Northern Wi. Technical Institute	-	-	-	-
Gateway Technical Institute	X	-	X	-
SER-Jobs for Progress, Inc.	X	-	X	X

Twenty-three of the thirty-two programs employ some use of bilingual mode. Whether the dominant language is used in instruction or materials, it represents an efficient means for conveying occupational concepts to limited English proficiency persons.

Support Services. This component differs from the other two in that its division into forms depends on specific job functions and their manner of delivery rather than soley upon a delivery continum. As the chart on this page indicates, Support Services are divided according to the positions possible within that area. Counselors, Test/Evaluation Specialists, Placement Specialists, Recruiters, and Financial Aid Officers do not represent a complet list of non-instructional services which can be offered to persons of limited English proficiency. The list included is a consensus of those services offered by the programs surveyed. Each program may have other positions offering additional services or may assign those positions different titles. In some circumstances Housing Officers, Health Service Workers, Child Care Workers, etc., may be appropriate.

TABLE VI

Support Services	Offered Monolingually	Offered Monolingually with Bilingual Aids	Offered Bilingually	TOTAL
Counselors	8	4	19	31
Recruiters	5	2	19	26
Test/Ev. Spec.	6	3	16	25
Financial Aids	7	1	8	16
*Placement	-	-	5	5
CETA Workers	1	-	-	1
Transportation	-	-	1	1
Child Care	-	-	1	1
Multicultural Resources Coor.	-	-	1	1
Cultural Orientation	-	-	1	1
Inf. & Ref.	-	-	1	1
Career Ed.	-	1	-	1

*An additional 15 programs use an Advisory Committee to assist in Placement.

Each service can have one of three delivery mechanisms: monolingual with cross cultural training, monolingual with bilingual aid, and bilingual. The following discussion will concentrate on these delivery mechanisms with reference to the specific services.

Monolingual Cross Cultural Training

As was true for the other components, the form above the dotted line in the component forms list (p. 31) denotes the one used in a monolingual vocational program. In the case of monolingual Support Services, modifications can be made for limited English proficiency persons without using two languages. Many problems which cause the student to use the Support Services are occasioned not by linguistic differences, but by cultural differences and conflicts. While this is most true for counseling, it applies to a certain extent to the other services as well. Monolingual Support Services personnel trained in cross cultural communication can at least be sensitive to the problems specific to students who possess a different culture and language. This may not be as satisfactory as the following methods but represents an improvement over a strictly monolingual delivery.

Monolingual with Bilingual Aid

This method presumes the sort of training mentioned above but is primarily distinguished by the assistance of a bilingual aid who can serve as an intermediary between Support Services personnel and students. Training in cross cultural communication is still necessary for personnel to deal with cultural variants, but the aid is available to handle the linguistic differences. Still not ideal, this method could work best for the services other than counseling. In that instance, the aid might be more of a hinderance than a help, for effective counseling often relies on a one to one relationship. For the other services, the aid could be awkward or decrease credibility (as for example in recruiting efforts) but would at least provide an avenue of communication.

Bilingual

Perhaps the most effective, although most expensive, delivery mechanism for Support Services is accomplished bilingually. Cross Cultural Communication training is a one time, start up cost. A bilingual aid represents a continuing cost (although it can be shared with the vocational instruction component). Hiring Bilingual Support Services Personnel

incurs a substantial continuing expense to the vocational program. Mixed language groups compound the problem. Part of this cost is recouped through the increased quality of services offered to students, but the benefit cannot be monetarily demonstrated. According to Table VI (p.) counseling is the most common support service offered bilingually. This follows, for other support services can be handled through the previous delivery mechanisms. The personal nature of counseling makes it the logical choice for bilingual delivery. Recruiting efforts might also benefit by the use of bilingual personnel. Eliminating the language barrier and the need to work through translators could build potential students' confidence and thereby make the vocational programs more attractive. The same reasoning applies to the desirability of bilingual Test/Evaluation Specialists. Fluency in both languages and sensitivity to cultural differences will assist the specialist in devising and administering testing instruments which provide the best chance for students to display their knowledge, unhampered by linguistic or cultural biases.

No matter what delivery mechanism is used, these services are essential parts of a vocational program for limited English proficiency persons. Even more than monolingual students, culturally and linguistically different students need counseling services, for the usual stresses of entering an educational system are compounded by the difficulties incurred by language and culture. Testing and Evaluation are also made more difficult by these factors. The necessity of providing services in Recruiting and Placement is stronger in a bilingual vocational training program than in a regular program. Potential students are often unaware of the possibilities of vocational education and especially of the special features of a bilingual vocational program which could enhance their possibilities of success. Placement, the measure of this success, requires a more concentrated effort to break down the reluctance that employers may have to hire limited English proficiency persons. Finally, special attention to Financial Aids is necessitated by the diverse sources of funding available to these students

Other Considerations. Aside from the three components already discussed, several other factors must be weighed in planning a bilingual vocational program. Two other areas could, depending on how they are

handled, be considered as either support or instructional services. Basic Skills and Career Education were not included in the components' discussion because the programs described were not surveyed with repect to these areas. The length and occupational emphases of a bilingual vocational program also deserve examination since these were mentioned as Needs identification considerations.

Basic Skills. The literacy of students in either their dominant language or in English was mentioned as a factor in choosing the form for the language component. Basic Skills, whether placed in the instructional or support service domain, is a vehicle for improving these literacy in English, in the dominant language, or in both. Student employability and success in other class will depend most on English literacy. Using the monolingual or bilingual mode depends upon initial student proficiency.

Career Education. Included in this area are Career Development, Career Information, Career Selection, Job Seeking Skills, and Job Retention Skills. The last two items especially would be included in non-job specific VESL. The other could be seen as a part of the counseling services. However if a Career Education program is already part of the monolingual vocational program, consideration could be given to modifying the delivery mechanism to a form mentioned in the Support Services component or in the Vocational Instruction component.

Length and Nature of Program. These decisions will be predicated upon the Needs identified at the local level. As Table VII (page 44) indicates even the same Occupational Training areas are accorded varied durations depending upon the program. This table provides some examples of the occupations and length of training for those occupations which were chosen by the programs surveyed.

TABLE VII

Institution	Occupations	Length
Valley Vocational Center	Upholstery	1 year
	Electronics	1 year
U.C.L.A. Extension	Dental Assts.	39 weeks
Center for Employment Training	Welding	6 months
	Machine Shop	6 months
	Electronic Assembly	6 months
	Electronic Tech.	6 months
Manatee Area Voc. & Tech. College	----------	--------
George Stone Area Voc. Center	Welding	9 weeks
Office of the Governor, State of Hawaii	Ind. Sewing	3 months
	Tailoring	3 months
	Uphostery	3 months
	Dry Cleaning	3 months
	Furniture Making	3 months
	Food Service	3-6 months
Rock Valley College	Precision Measure.	15 weeks
	Blueprint Reading	15 weeks
South Middlesex Reg. Voc. Technical School	----------	----------
Pontiac Public Schools	Welding	6 months
	Auto Mechanics	1 year
	Woodwork	6 months
St. Paul Technical Vocational Institute	Welding	9 months
	Business Advocate	9 months
	Health Advocate	9 months
	Cooking	9 months
North Dakota State School of Science	Welding	1 year
	Auto Mechanics	2 years
	Civil Engineering	2 years
	Electronics	2 years
	Transfer Program	2 years
Northern New Mexico Community College	Cosmetology	1,200 hrs.
	Auto Body Repair	1,200 hrs.
	Auto Mechanics	1,200 hrs.
Chinatown Manpower Project, Inc.	Bookkeeping	N/A
	Basic Office Pract.	N/A
	Computer	N/A
	Keypunch Operation	N/A
	Para-Accounting Tr.	N/A

Institution	Occupations	Length
School District of Lancaster	----------	----------
Community College of Philadelphia	Clerical Certification	30 weeks
	Allied Health Prep.	30 weeks
Texas Educational Foundation, Inc.	Welding	All of them are
	Auto Mechanics	Open Entry/
	Electronics Assembly	Open Exit
	Building Maintenance	
	Cook	
	Clerk-Typist	
	Machine Copy Clerk	
	Nursing Asistant	
Fort Worth School District	Welding	4 months
	Machining	4 months
	Auto Mechanics	4 months
	Refrigeration & Air Conditioning	4 months
	T.V. Service & Repair	4 months
	Clerical	4 months
Hidalgo Jobs for Progress, Inc.	Welding	1 year
	GED-Sec.	24 weeks
	Sec.	25 weeks
	GED	6 months
	Auto Mechanics	52 weeks
	Auto Rebuilders	52 weeks
	Nurses Aides	10 weeks
San Antonio State Hospital	Fast Food	6-8 months
	Housekeeping	6-8 months
	Motel Maid	6-8 months
	Auto Mechanics	6-8 months
	Cashiering	6-8 months
	Clerical	6-8 months
Arlington Co. Adult Education	Clerical	6 months
	Typing	6 months
	Keypunch	6 months
	Elec. Assembly	4 weeks
	Consumer Elec.	16 weeks
	Sewing	10 weeks
Lakeshore Technical Institute	----------	---------
Western Wi. Technical Institute	----------	---------
Mid-State Technical Institute	----------	---------
Milwaukee Area Tech. College	Machine Shop	20 weeks
	Auto Mechanics	20 weeks
	Welding	20 weeks

Institution	Occupations	Length
Waukesha Co. Technical Inst.	Machine Shop Food Service Clerical Auto Mechanics	12-18 weeks 1 weeks career exp. open entry/exit 1 week career exp.
Comunidad de Amigos	----------	----------
La Casa de Esperanza	----------	----------
North Central Technical Inst.	----------	----------
District One Voc. Tech. Inst.	----------	----------
Northern Wi. Technical Inst.	Machine Shop	24 weeks
Gateway Technical Institute	Welding	9 weeks
SER-Jobs for Progress, Inc.	----------	----------

As discussed in this chapter, many different component forms exist to meet the needs encountered by each local program. Depending on the nature of those needs, different choices of forms from each component will occur, thus resulting in a variety of program types. The considerations for coordinating those forms into workable program types is the subject of the next chapter.

CHAPTER IV

Program Types

47

Program Types

As each vocational program determines its needs and selects the forms of the three components appropriate to meeting those needs, different types of programs will begin to take shape. While the identification of the component forms represents one step in program development, another equally important step remains. If each form is developed and presented as a discrete element, the continuation of effort will be impeded and possibly some unproductive duplication of effort will exist. Coordination between the content areas of the components and coordination of the timing of the components can eliminate the above problems. Depending on the nature of this second step, coordination, different program types, which can then be discussed and compared with other types, will result.

Time Coordination. In order for the vocational program for persons of limited English proficiency to flow as smoothly and as efficiently as possible, the chosen forms of each component should be integrated according to the time when each will be presented. Discussion of these coordinative efforts can be arranged according to the timing consideration necessary for each component.

The success of the Language component, as was mentioned in Chapter III, is largely dependent on the length and sequencing of the chosen forms. The longer and more intensive that the training in English can be, the greater is the likelihood that the students will significantly increase their proficiency in that area. Practice and reinforcement of language forms and concepts should increase the students' ability to communicate on the job and to benefit from monolingual instruction, should that be the choice of form in the vocational component. In general the more support and instructional services that are offered monolingually, the greater the necessary length and intensity of the language component. Optimally English language instruction should begin prior to vocational instructions. This, of course, depends on the initial fluency of the students as does continuation of Englisn instruction during vocational instruction. Ten of the programs whose descriptions are included provide Englisn instruction only during the occupational training program. Four offer English instruction only before occupational training, and nine offer ESL both before and during occupational training. Although

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not too much weight should be placed upon a listing of programs which were selected to exhibit a variety of program types, it seems that the predominant practice is to offer ESL during if not before and during the vocational component.

The importance of coordinating the timing of the Language and the Support Services components depends on the nature and the form chosen for the latter. If the services are offered monolingually, prior instruction in English would be useful. This would be especially true if career education or some type of job counseling is offered before the students enter vocational training, for an informed career choice is dependent on their comprehension of data presented in English. Bilingual Aids and Tutors assisting monolingual support services personnel and bilingual support services personnel lessen the importance of offering prior English Instruction.

The scheduling of vocational instruction and support services can follow the same lines as for a monolingual vocational program. Recruitment, Test Evaluation, and Financial Aids should precede occupational training. Career Education, if it is offered, should follow a similar sequence. Counseling and Placement activities complement the vocational component if they are offered concurrently with it.

Content Coordination. The principle of repetition and practice inherent in ESL can, in a broad sense, apply throughout the vocational program. What is introduced in one component should be stressed and reiterated in all of the others. In this way linguistic barriers to instruction are lessened, and the students can derive the full benefits of the program.

VESL is the most obvious method of coordinating the content of the Language and the Vocational component. The content of job specific VESL can mesh with the appropriate vocational course. Using the vocational shop or laboratory as a setting for language training, arranging for the vocational instructor to provide input to the VESL classroom, and utilizing the tools of the vocation as visual aids in the VESL class

are all possible methods of achieving the coordination of content. On a more general level, it is advisable for the vocational instructor and the language instructor to arrange their respective syllabi so that the presentations in VESL classes will be slightly ahead of the presentation of similar content in the vocational class. In this way the students will have some familiarity with the specific terminology prior to the vocational instructor's use of that terminology in presenting the vocational concept, an especially useful method if the vocational component employs monolingual instruction. If other forms are used, consultation between the language instructor and the vocational instructor is still advisable, for the grammatical structures used for presentation of vocational concepts, rather that the specific terminology, can be covered in the language class prior to their actual use in the vocational class. A method of cutting costs and of effecting coordination is to use the same tutors or aids in the language class and the vocational class, assuming that the two forms employing aids and tutors have been chosen.

The content of the Language and Support Services components will overlap primarily in the area of career education. If non-job specific VESL is chosen as the component form of language instruction and career education is offered through support services, an opportunity for mutual content reinforcement exists. While the students learn, for example, about job retention skills in career education counseling, the appropriate terminology can be concurrently presented in the non-job specific VESL class. The students will be presented with similar materials yet will recieve them from slightly different angles and with different emphases. The nature of the content coordination between the Vocational and the Support Services components can also concentrate on career education offered by the latter. In this case though, the timing is most important since career education should precede vocational instruction.

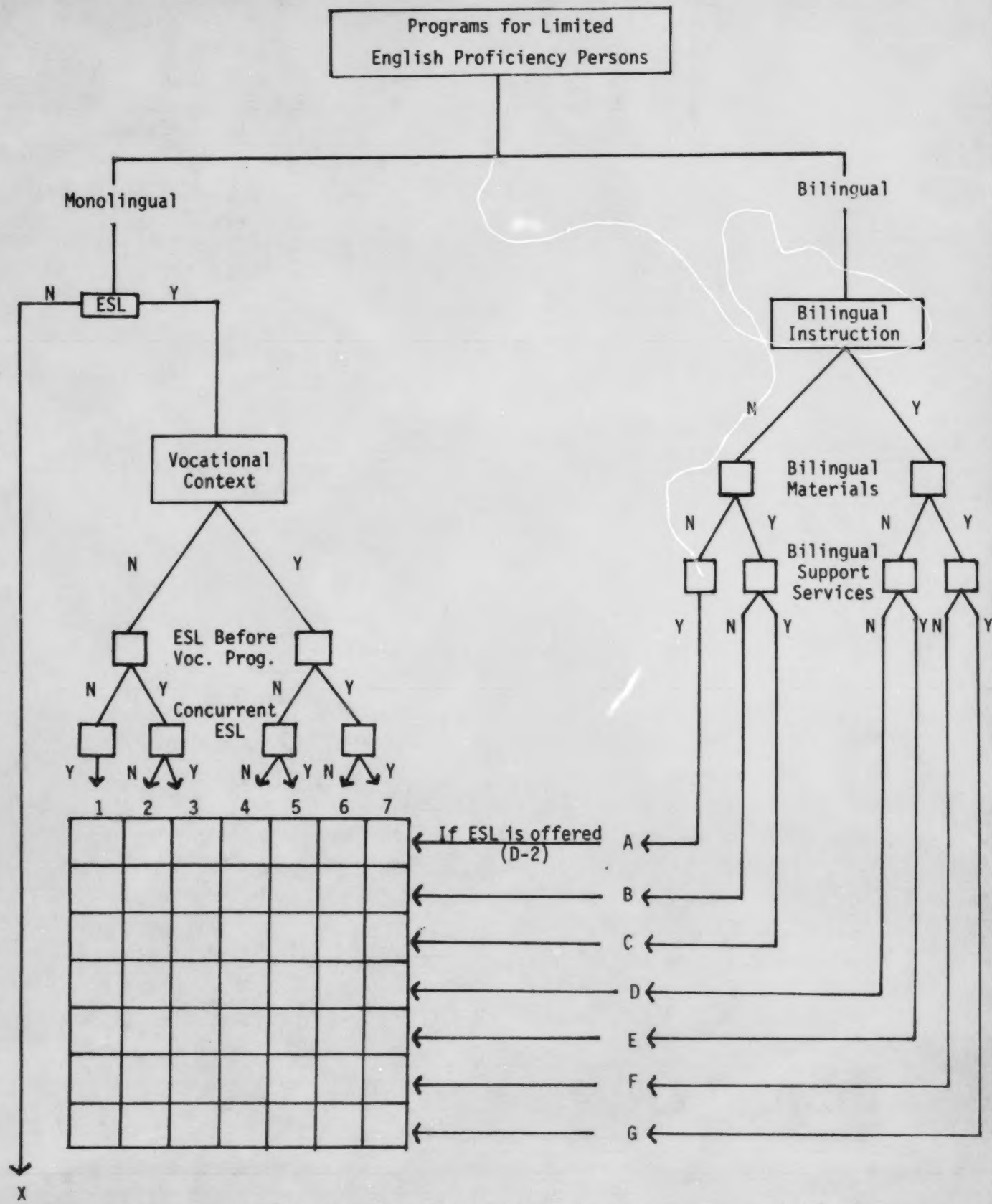
The above paragraphs have briefly mentioned some areas in which content and timing coordination can be effected. The most important point to stress, however, is that the planning and development of vocational programs for limited English proficiency persons should be a team effort. Meeting the needs specific to these students (linguistic, cultural, occupational) can not be done on a piecemeal basis. Not only is this fragmentation of effort costly because of the inherent inefficiency

involved, but it can also produce "cracks" in the system through which the needs of some students might fall. By planning and working together, program personnel will seal these cracks and insure that the students receive maximum benefit from the program. An Advisory Committee similar to the one mentioned in "Identifying Local Needs" can be expanded to encompass personnel from all components, thereby providing a mechanism for the team approach to program planning.

The descriptions of the programs surveyed reveal the various ways by which the program components can be intergrated. No one program is inherently better than another. The measure of success for a program is the degree to which it meets the local needs by resulting in employment for its students. Since the local needs for each area are different, the program type selected by each area will also vary.

Each program description includes a summary in which it is identified as being of one type or another. The assignment of the type signification is the result of the form and coordination of the instructional and support services that are offered. The flow chart (next page) includes the basic questions necessary to derive the type. The first question is whether or not the program contains any bilingual elements. If it does then the right side of the chart is followed to determine the nature of the bilingual mode. Bilingual Instruction was interpreted to include bilingual instructors, bilingual tutors or bilingual aids, even if the latter two worked in conjunction with a monolingual instructor. The use of bilingual materials is the next question on that side. Support Services were considered bilingual if the personnel was bilingual or was monolingual assisted by bilingual tutors or aids. The answers to these questions resulted in program types A through G. If ESL was offered in conjunction with the bilingual mode or if ESL alone was offered, the left side of the chart was followed. The first question there asks whether any ESL is offered. If it is, then the context and the timing of the ESL is determined in order to derive program types 1 through 7.

If ESL with monolingual occupational instruction is offered, types 1-7 can exist. If the bilingual mode is employed without ESL, types A-G are present. (This was not true for any program surveyed). If a program using some form of the bilingual mode also offered ESL, then a type designated by some combination of letter and number was the result. The absence of either bilingual services or ESL is indicated by type X.



Program Types = X, 1, 2, 3, 4, 5, 6, 7, 8, A, B, C, D, E, F, G, or any combination of number and letter (i.e. 7A, 3F). 64 possible types.

Except for programs from Wisconsin, programs offering ESL alone were omitted from the list of descriptions. Table VIII below shows the distribution of the programs described among the possible types.

TABLE VIII

Program Type	# of Programs
5G	7
7	7
7G	5
7E	3
6A	2
7A	2
7C	3
1E	1
5	1
5F	1
6	1
7D	1

As seen in this chapter, the choice of component forms and the methods of coordinating those forms allow for a wide variety of programs types. No matter what the needs of the local program, a type can be found to meet them. The variety of types chosen by the programs described does not imply the superiority of one type over another but instead indicates the flexibility that exists in matching needs with services. The next chapter completes the planning process, for it describes how existing resources can provide the foundation on which a program for limited English proficiency persons can be developed.

CHAPTER V

Local Resources and Program Development

Local Resources and Program Development

Existing personnel, materials, and facilities for a monolingual vocational program provide the framework in which modifications for limited English proficiency persons can be made just as the monolingual program component forms are the basis for the ones which include modifications for limited English proficiency persons. Following the same heirarchy of component forms (p.31), a program can assess the resources it has on hand and plan for short range and long range changes. The following discussion of possible adaptations to current personnel, materials, and facilities suggests a schedule for these changes.

Personnel. Although some form of specialized language training for students seems essential, monolingual vocational instruction and support personnel can be utilized initially to provide services to the limited English proficiency population. Staff efforts will, of course, be hampered by linguistic and cultural handicaps, but with some additional training, the effects of these handicaps can be lessened. Cultural Communication classes, workshops or seminars should be the first step in staff development. The time necessary for the completion of this kind of class and mastering of the concepts which it presents are less time consuming than the staff language classes necessary for remediating the linguistic differences between staff and student. Whether these classes are taken at a local university or college or whether they are delivered through an in-service mode depends on the form of instruction most immediately available. Since time is such an important factor, a staff member who has had previous experience serving this population could be given release time to develop a short course in cross cultural experiences. Whatever talent exists on the staff should be shared with the other members so that they can increase their effectiveness in serving the persons of limited English proficiency as soon as possible. Encouragement to take these classes, no matter what form they might take, can be given through stipends, release time, or tuition reimbursement.

The next subject of additional training which should be pursued is the methods of teaching the linguistically different student. For the language instructor, this could take the form of ESL theory classes. For the vocational instructor and support services personnel, the classes could cover the problems faced by the limited English proficiency per-

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son in comprehending monolingual instruction and the methods for mitigating these difficulties. The subject could be as broad as Special Needs Education or as narrow as ESL which the language instructors take. In fact, a knowledge of ESL and its techniques could equally benefit the vocational instructors and the support services staff, for it would facilitate program and component coordination. If these classes are staff developed, they should concentrate on identifying the resources which the program already possesses. Staff Training should emphasize the non-linguistic methods of instruction: Laboratory, Hands on Practice, Audio Visual materials use, and Demonstrations. Even if the classes are taken at an institution of higher education, follow up work in resources identification should be pursued at the local level.

Classes in coordinating language training and vocational training should follow the previous two kinds of classes and can also be either locally developed or taken elsewhere. These classes should include sections on VESL material development, the use of vocational laboratories in English instruction, and timing and content integration between the language and vocational components. Encouraging staff to take these classes can take the same forms as for the classes mentioned above.

Instruction in the methods of overcoming cultural and linguistic barriers are the initial measures that can be taken to modify existing monolingual vocational progarms. Language instruction for the staff, a subsequent step, is a long process if it is to be effective. Even if the staff pursues the study of another language, a long period will still exist in which the hiring of additional personnel will be the only method for communicating with the students in their own language. Bilingual Aids or Tutors can fill this need, but to insure that their assistance is used fully, they and the instructors and staff with whom they work will need additional training. For the tutors and aids, classes in the same subjects mentioned for staff will be useful. On the other side, the staff will need instruction on how to incorporate the skills of this sort of support personnel in their classes. Since cost efficiency will be served by having the aids and tutors work in more than one component, the procedures for using them should be worked out by a cooperative effort between all concerned. This process will promote program coordination. If the tutors and aids are utilized the same way in all the components, continuity of services will be increased and the tutors and aids will have to

learn only one procedure rather than several. This training should specify the function of the tutor or aid and the means by which that function will be effected. In-service training seems to be the most efficient method, for the local needs of each program will dictate the exact functions necessary to meet them.

In the language component, new personnel could include instructors specifically trained in ESL techniques. If such an instructor is already a part of the staff, additional training in VESL techniques would be the next logical step.

The final step in upgrading the vocational program personnel would be hiring bilingual/bicultural instructors and support services staff. The question here is in which component should be hiring be done first: in the vocational component or in the support services component? One of the programs surveyed, Center for Employment Training, solved this problem by hiring vocational instructors who had had work experience in the occupation that they were to teach. These vocational instructors were then also used for career counseling and placement, a dual use of their bilingual capabilities and of their experience. For the program with limited funds, this seems to be a logical route to take. However, accreditation requirements might prevent the use of this procedure. If this is the case, then a choice of hiring in one component or the other must be made. As was mentioned before, a strong language component allows for a more monolingually oriented vocational component. So if the language component has been upgraded by the hiring of ESL or VESL personnel, the support services component should be the first to hire bilingual personnel. In the programs surveyed, the years of operation of the programs compared with the services offered indicated this sort of priority for upgrading the program: Language component, then Support Services component, then the Vocational component. This is not a hard and fast schedule, for many other factors apply. It can be used as a very general outline though.

The qualifications of the bilingual personnel to be hired complicates the above outline. There are three areas of qualifications which apply to these positions: Language Fluency, Education and Experience. Ideally, the personnel to be hired should be highly qualified in each. They should be completely bilingual, should have completed an educational program in

their field, and should have had prior work experience. This last qualification is especially important for vocational instructors. For Support Services personnel, experience in a bilingual setting (Counseling, Evaluation, etc.) is important. Accreditation requirements determine which of these areas receive precedence. For many programs, educational qualifications are a necessity; for others these qualifications are of less importance or can be replaced by work experience. Bilingualism is a necessity, but the degree of fluency required will vary. The choice of which of these three qualifications to stress remains with the local program and, of course, depends on the presence or absence of these characteristics in the pool of potential staff employees. Even minimally qualified personnel might be so rare as to be the only alterantive.

Materials Development. Training in the methods of instructing limited English proficiency persons, training in ESL, and training in coordination of language and vocational instruction should provide vocational program personnel with the necessary skills for adapting monolingual materials for use in classes for the linguistically different. These adaptations can take place on several levels: Monolingual materials for monolingual classes, monolingual materials for bilingual classes, and monolingual vocational materials for language classes.

Even if the vocational classes are conducted monolingually, some changes might be necessary in the monolingual materials. Cultural variants and the order of presentation form the basis for these changes. The former includes the culling of stereotypical representations and the substitution of cultural biases with cultural values particular to the client group. Some modification in the order of presentation might be necessary to insure coordination with the ESL or VESL class and to accomodate the use of non-linguistic instructional methods (Demonstrations, Audio Visual materials, etc.) This does not imply that every text or piece of instructional material will require these changes; they are only considerations of which the instructors should be aware.

Adapting monolingual materials for bilingual classes includes those same considerations in addition to the process of translation. It is not enough merely to change the language, for many different cultural groups may be represented by one language. For example, Spanish

materials are applicable for Cubans, Puerto Ricans, Mexicans, etc., but the specific terminology may be different for each sub group. Therefore not only the language but the culture and the idioms of the client group dictate the nature of the translation.

Adapting vocational materials for use in the English class has already been discussed in general (See Chapter IV). Several specific items bear further explanation here. Vocational manuals or textbooks present excellent sources for ESL classroom exercises for they provide three essential pieces of information. From these texts the ESL instructor working with the vocational instructor can identify the terminology and idioms specific to the occupation. This vocabulary can then be incorporated into the ESL or VESL pattern practice exercises. Second, the vocational material reveals the grammatical structures which the student needs to comprehend the instruction or to function on the job. These structures, once isolated, can be presented and practiced in the English class. And last, these materials provide a context which can be used in the practice of the terminology and structures. The language and vocational instructors can identify the situations which the students will face on the job, so the former can use those in both the ESL and VESL classrooms. Terminology and idioms, grammatical structures, and contexts are the three important considerations for adapting vocational materials for use in the language components.

Audio Visual Materials. Although these types of materials are expensive and require a high level of expertise, they represent a direct non-linguistically dependent means of instructing limited English proficiency persons. Because they do not necessarily depend on language to convey meaning, their creation is a difficult process. Adaptation of existing vocational audio visual materials is a possibility though. If a slide tape or filmstrip soundtrack is recorded, it can be translated, employing similar consideration as existed for printed materials adaptation. If the soundtrack is printed on the visual image, supplementary printed translations can be coded by frame and provided to the students. English skills would then be reinforced during the presentation of vocational concepts. Tapes can be used for models of and practice in language concepts or for presentation of vocational concepts. The former use is more feasible initially, for those tapes will be recorded monolingually.

Facilities. Few modifications are necessary for the facilities of an existing monolingual vocational program. Assuming that the vocational shops or laboratories are outfitted and the materials acquisition or development has been accomplished, only certain equipment remains to be purchased. For the language class, tape recorders, cassette, 8-track,or reel to reel, are extremely useful for practice and repetition of concepts. They also free the instructor to work individually with some students while others practice with the tapes. Other audio visual equipment, if not already used by the monolingual program, would be valuable to use with the linguistically different student.

The suggestions for material, personnel, and facilities development which are discussed in this chapter apply to both existing and new programs. A monolingual vocational program has all the components on which subsequent modifications can be made. Planners developing a new program specifically for limited English proficiency persons can benefit by these suggestions, for they may be faced by the lack of available local resources and might have to begin the program with less than they feel would be ideal. Both new and existing programs will wish to periodically up grade their component forms. As enrollment increases or as the needs of the geographic area change, new and better forms will become necessary. The small difference between one form and the next allows a program to develop in discrete stages, requiring only manageable alterations in staff training, materials development and/or acquisition, and facilities development.

CHAPTER VI

Implications of Planning for Program Management

Implications of Planning for Program Management

The preceding chapters have focused on the steps leading to the establishment of local vocational programs for limited English proficiency persons. The discussions of identifying needs, choosing component forms to fill those needs, coordinating the forms to create a program type and utilizing local resources in developing that type concentrated on the aspects of these activities which occur prior to the program's operation. However, because the circumstantial needs continually change and because some data does not surface until the program is under way, many aspects of these activities will necessarily be on going concerns. For example, the changing nature of the job market may make local employment predictions obsolete before the program begins, or teacher competencies initially assumed to be adequate may be insufficient to meet the needs of limited English proficiency persons. In the first case, assessment procedures would have to be reinitiated with the ultimate effect of altering the program aims. In the second case, the areas of additional staff training would have to be identified and pursued. Both examples emphasize that planning is not a one time operation. To keep program activities and services current with changing or emerging needs, continued re-assessment and subsequent planning is necessary. While the focus of this handbook is initial planning, the implications of the planning procedures for program maintenance and management should be mentioned.

Evaluation of the local vocational program for limited English proficiency persons, the most important implication of the ongoing nature of planning activities, represents only the tip of the iceberg. Associated with this general activity are the discrete elements of Recruitment, Funding, Financial Aids, State Coordination, Follow up, and Testing. The following discussion of these areas are organized around questions which might arise once a program has been planned and implemented.

Recruitment. Does the program serve those for whom it is intended?

Identification of a client group has little value if that group does not participate in the program. Steps to maximize that participation can address the following possible causes:

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1) a lack of information about services
2) a distrust of the program
3) an inability to meet the cost of the program
4) a lack of interest in the occupations in which the program offers training
5) the inability of the program to offer what it promises

All of these possible causes for non-participation can be traced back to one general problem. A lack of information or inaccurate information on either side, i.e., students' or planners', can hinder the programs efforts to involve those for whom it was designed.

Causes one and two can be attacked through a public relations effort. Explanations of program goals and procedures, distributed through various media, will both inform and alleviate distrust of the program. To make this effort effective, planners must identify to what media the client group has access and to what media they are most receptive. Enlisting the support of community leaders and spokesmen or advisory committee members with contacts to the client group will enhance the credibility of the campaign and ensure that it reaches its target.

Remediation of cause three is discussed in detail under Financial Aids. But before that solution is pursued, planners should ascertain whether cost is a factor in non participation. A feedback mechanism operated in conjunction with the public relations campaign is one method of obtaining this information.

Attacking causes four and five requires additional information for the program administrators and for the students. If student interest was miscalculated, it should be polled again either through a recruitment officer or through a community contact on the advisory committee. If student occupational interests are at odds with the employment projections and hence with the program's occupational emphases, then the public relations campaign should explain the employment possibilities and benefits of the program's training sequences. The students may feel that the program does not deliver what it promises. In this case both the claims of the program via its public relations compaign and the student's interpretation of these claims should be evaluated. If the program holds out unrealistic expectations, the claims must be modified. If the students read more into the program that it is designed to deliver, then they

should be given a clearer explanation of the program's goals. Communication between the students and program personnel is essential if causes four and five are to be eliminated.

Funding. Does the program fully utilize existing funding sources? Can more or better services be provided by "tapping" additional funding sources? Can the program be upgraded by additional funds?

To answer these questions program planners should be aware of all potential funding sources. A partial list of those sources is offered below. Consultation with the agencies listed should result in the identification of additional sources.

State Board for Vocational, Technical and Adult Education
4802 Sheboygan Ave.
Madison, WI 53702

Governor's Employment and Training Office
30 W. Mifflin St.
Madison, WI 53703

Department of Public Instruction
126 Langdon
Madison, WI 53702

Department of Education
Office of Bilingual Education
Rm. 421- Reporters Building
400 Maryland Ave. S.W.
Washington, D.C. 20202

Those interested in submitting proposals to any of the above should inquire about the grant size, the preferred areas of funding (evaluation, demonstration, projects, etc.), deadlines, funding period, and format.

Financial Aids. What assistance in the form of tuition reimbursement. stipends etc., are available to limited English proficiency students? By what mechanism can the program insure that the sources of financial assistance are contacted and used by the students?

Funds that are channeled directly to the student depend on the nature of the funding used by the program. For example, some CETA projects include provisions for student stipends while in other cases the source of monies used for development and implementation do not include student assistance. Inquiries for funding procedures directed to the list of funding agencies should provide information on the availability of funds earmarked for student use. The following is a partial list of sources for financial

aid to disadvantaged or minority students.

State

- Wisconsin Higher Education Grant
  150 E. Gilman St.
  Madison, WI 53702
- Wisconsin Native American Student Assistance Grant
  Higher Educational AIds Board
  150 E. Gilman St.
  Madison, WI 53702
- Talent Incentive Program

Wisconsin Educational Opportunity Program Centers

Milwaukee (North)
WEOP
600 W. Walnut St.
Milwaukee, WI 53212

Racine
WEOP
Memorial Hall
72 Seventh St.
Racine, WI 53402

Wausau
WEOP
124 N. 3rd Ave.
Wausau, WI 54401

Eau Claire
WEOP
307 S. Farwell St.
Eau Claire, WI 54701

Milwaukee (South)
WEOP
1206 W. Mitchell St.
Milwaukee, WI 53204

Ashland
WEOP
c/o Northland College
1411 Ellis Ave.
Ashland, WI 54806

- United Migrant Opportunity Services
  Milwaukee, WI

Federal

- Basic Education Opportunity Grant
  P.O. Box B
  Iowa City, Iowa 52240
- Bureau of Indian Affairs Grant (write to tribal affiliation)
- Supplemental Educational Opportunity Grant
  College Scolarship Services
  Box 2863
  Princeton, New Jersey 08541

The Support Services component of the program can insure that the students are aware of and have access to funds designated for their assistance. Using the team approach mentioned earlier, all personnel in Support Services as well as those in Instructional Services should strive to alert students to funding sources. Counselors and recruiters should have the most direct contact with this concern. The latter could include such information in public relations efforts.

State Coordination. How can one local vocational program for limited English proficiency persons insure continuity and cooperation with other such programs operating in Wisconsin?

Several mechanism exist for effecting a coordination effort. This planning booklet was written to reflect the goal, objectives and activities contained in the proposed State Plan for Bilingual Vocational Education. This plan, written under a grant from the Governor's Employment and Training Office, will be available in September 1980, pending agency approval. It contains a set of objectives for insuring limited English proficiency persons equal access to vocational training and placement. Each objective is followed by a set of specific activities and the specifications of who will perform them and what facilities, materials and funds will be required for their completion. A tentative calander for the activities is also included.

Several professional organizations in ESL and bilingual education provide information on the current state of the art. The Wisconsin Bilingual and TESOL (Teachers of English to Speakers of Other Languages) Association publishes a Newsletter for those concerned with bilingual and bicultural education. They also conduct a Conference each year at which topics in ESL and bilingual education are discussed. This association can be contacted at Room 889 Curtin Hall, UW-Milwaukee, Milwaukee, WI 53201. The Wisconsin Association for Bilingual Education also distributes a Newsletter and holds annual conferences. To receive information about this association and its activities, contact Fermin Burgos, 4865 S. 19th St., Milwaukee, WI 53221. The Bilingual Vocational Training Project, located at Rm. 11A Harvey Hall, UW-Stout, Menomonie, Wi 54751, also publishes a Newsletter which is devoted to issues concerning vocational education for limited English proficiency persons. Some project developed instructional materials and resource information are available from the project too.

Nationally the following services distribute information about bilingual and bilingual vocational education.

National Clearinghouse for Bilingual Education
1500 Wilson Boulevard, Suite 802
Rosslyn, VA 22209

The National Indochinese Clearinghouse
Center for Applied Linguistics
1611 N. Kent St.
Arlington, VA 22209

Ethnic Heritage Studies Clearinghouse
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Followup. How can a local program determine whether it achieves the goals which it has set?

Usually the basic criterion for success of a bilingual vocational training program is the placement rate of its participants. To be placed, though, a student must first complete the program. Therefore, followup activities can concentrate on the completion rate and the placement rate of the students. Completion is not difficult to document, and if an exit procedure has been established, the reasons for non-completion can be determined through student interviews. Appropriate program modifications can then be aimed at these reasons.

Placement is a more "slippery" statistic, for there can be different definitions for it. A student can be considered placed if he/she obtains a job, any job; if he/she is involved in some activity subsequent to completion which does not require public assistance (further schooling, marriage, etc.); or if he/she finds employment in the field of his/her preparation. No matter what definition is used, placement figures can be misleading if one student is counted for more than one "placement". For example, a student may complete the program and be placed, quit that job, re-enter the program, and be placed again. Unless accurate followup data is used to account for such re-entry and re-placement, a false impression of the programs effectiveness can result.

For the purposes of strengthening the local program, the last definition is most useful. If the placement rate under this definition is low, then the student might not have the skills that employers desire, might be trained for an occupation in which there is no demand, or might not be served by a mechanism which puts students in contact with potential employers. The first two reasons can be addressed through the employer representatives to the Advisory Committee. Subsequent readjustment of

training courses or training procedures should be pursued. The last reason will require a more energetic expenditure of personnel time in developing contact between students and employers.

Testing. What methods exist for assessing student skills prior to training?

Language skills and vocational skills should be assessed so students can receive instruction at the appropriate level. Linguistic differences inherent in the limited English proficiency person often prevent the separation of these skills areas. Therefore vocational tests should be designed to accomodate these differences. The Vocational Oral Proficiency Test available from Resource Development Institute, Inc., 314 Highland Mall Boulevard, Suite 450, Austin, Texas 78752 is one such test that does so. Other options include program developed testing procedures based upon those designed for monolingual students. These tests can be translated and modified to account for cultural variations and should require demonstration of skills in manual as well as in oral and written form. Other language testing instruments are listed below.

Test of Spoken English
Room p229
Educational Testing Service
Princeton, N.J. 08541

Comprehensive English Language Test for Speakers of English as a Second Language
McGraw-Hill Books Co.
5004 Touny Ave.
Niles, IL 60648

English Proficiency Test
Newbury House
68 Midde Rd.
Rowly, MA 01969

Ilyin Oral Inteview
Newbury House
68 Midde Rd.
Rowly, MA 10969

Since not all data necessary for planning is available or reliable prior to a program's initiation, continued efforts at correlating needs with services are necessary to the development of a successful vocational pro-

gram for limited English proficiency persons. In most cases the problem is one of communication. Administrators and staff must actively pursue data collection at both ends of the program: incoming student needs and exiting student needs. Unless participants have been changed and/or have been presented with the opportunity to change their skills for the job market, all efforts poured into the program's development and operation will have been in vain and the opportunity to benefit student, school, community and industry will have been lost.

APPENDIX

Program Descriptions

Institution Valley Vocational Center

Program Name Bilingual Program

Contact Person Nick Kremer

Address 15389 E. Proctor Ave., City of Industry, CA 91744

Phone (213) 961-1073

Description

The Valley Vocational Center serves a variety of Limited English Proficiency Persons. Spanish, Chinese, Vietnamese, Laotian and Arabic speakers comprise 30% of the persons attending the institution. The program offers ESL at the Begining, Intermediate and Advanced levels with a Survival Skills and Occupational Training Context. The ESL courses are not required before entering the Occupational Training Program but are an important requisite during the Occupational Training Program. The program is conducted bilingually in Spanish and English. The Center has three bilingual Instructors, twenty bilingual aides, and a few instructional materials in Spanish. They offer monolingual Support Services through 4 counselors and by Financial Aid and Job Placement.

The two Occupational Programs offered at the Valley Vocational Center are Upholstery and Electronics, both of which have a duration of one year.

The Center has an Advisory Committee representing all vocational areas, and the Community is involved on Recruitment and Placement. There is some coordination between ESL instructors, occupational training instructors and support services personnel.

Placement and Budget

No placement figures, other than 70 Indochinese students placed last year.

Bulk of funding for all programs is State APA money Substantial special grants (i.e. Indochinese grant) supplement the regular budget.

Summary - Type 5F for Spanish speakers; Type 5 for other language groups.

ESL with a occupational training context is required during occupational training. Spanish speaking students are taught bilingually; other language groups receive monolingual instruction.

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Institution U.C.L.A. Extension

Program Name Bilingual Dental Assistant Program

Contact Person Fredric Weissman, D.M.D.

Address 10995 Le Conte Ave., Los Angeles, CA 90024

Phone (213) 825-1987

Description

The Bilingual Dental Assistant Program at U.C.L.A. serves a client group that is one half Hispanic and one half mixed language groups. Entering students are tested for English proficiency. If it is low they are required to take a 3 week pre-Program ESL tutorial which has a Survival Skills context. Once in the Occupational Training Program, these students are required to continue ESL instruction with an Occupational Training context.

The Dental Assistant Training, a 39 week program, is conducted monolingually. Counselors, Recruiters and Test/Evaluation Specialist are bilingual.

An Advisory Committee includes representatives from the Dental School and community professionals. The community is involved in Planning, Recruitment, Implementation and Placement.

Placement and Budget

Since the Program began, 139 persons have completed and been placed either in further schooling or in some occupation. In the last year 30 completed the Program and 25 have been placed (Statistics available as of November 1979).

	Completed	Placed
Total	139	134
Last Year	30	25

For the last five years the program has been 100% federally funded.

Summary - Type 7A.

Occupationaly oriented ESL is offered concurrently with a monolingual training program. Bilingual Support personnel are available. Survival Skills ESL is required in some cases before occupational training.

Institution Center for Employment Training

Program Name C.E.T

Contact Person Greg Doonan

Address 3201 Franklin Ave., Riverside, CA 92503

Phone (714) 684-7721

Description

The Center for Employment Training in Riverside, CA provides Occupational Training and ESL training to a client group which is 65% Latino and Indochinese students. The ESL is offered at a Beginning and Advanced level for an average of two hours a day, five days a week. Survival Skills are the primary context of these classes although some work is done on Occupational related terminology. ESL is taken concurrently with Occupational Training.

Bilingual instruction is provided in Welding, Machine Shop, Electronic Assembly, and Electronic Technology. Each one has a six month duration although an open entrance/open exit policy allows students to progress at their own pace. The Occupational instructors also act as Counselors. In addition, a job developer and a recruiter are bilingual. All instructional materials, however, are available only in English. Coordination between staff members is effected through bi-monthly staff meetings. The main CET office conducts workshops in San Jose for staff development. An Advisory Committee composed of representatives from local industries provides imput on Program Planning, Implementation and in Placement.

The Riverside CET is one of 25 such Centers operating in Arizona, California, Nevada, and Oregon. Each has its own Advisory Committee, and each offers programs aimed at filling the needs of the area. While different centers might offer diferent Skill Training (see below) the training philosophy is the same throughout the system.

Electronic Technician
Microwave Technician
Computer Service Technician
Electronic Assembly
Electro-Mechanical Technician
Wafer Fabrication
Drafting
Machine Shop
Welding
Industrial Plant Mechanic
Plant Maintenance Mechanic
Automotive Mechanic
Diesel Mechanic
Automotive Body Repair
Automotive Parts Specialist
Shipping and Receiving
Retail/Wholesale Clerk
Groundskeeping
Custodial
Data Entry/Keypunch
Clerical/Stenographer
Accounting
Optometric Technician
Medical Transcription

Placement and Budget (From the 1978 CET Report)

JOB PLACEMENT

Trainees Placed in jobs following CET Skill Training	1,710
People placed in jobs following CET Supportive and Counseling Services	10
Total people placed in jobs by CET	1,720
Alumni Replacement	61
Total Placements	1,781

PERSONAL PROFILE OF 1978 CET ENROLLEES

Unemployed Before Training	100%
Publically Subsidized Before Placement (Welfare, Unemployment Insurance, Veterans Benefits)	37%
Heads of Households	65%
Female	41%
Male	56%
School Dropouts	59%
Seasonal and Migrant Farmworkers	32%

WHAT IT COSTS THE TAXPAYERS

Program operating cost per placement	$2,005

Program cost per placement is based on the 1,710 trainees placed in jobs following CET training. The cost of placing 10 people following support and counseling services is absorbed. Trainee allowance costs, which vary with each funding source, are not included.

ETHNIC MAKEUP

Mexican-American	59%
White (Non-Hispanic)	21%
Black (Non-Hispanic)	7%
Asian/Pacific Islander	6%
Central/South American	5%
American Indian/Alaskan Native	1%
Other	1%

TOTAL IMPACT OF FIRST YEAR'S INCOME

Total Annual Earnings of CET's 1,720 trainees during their first year of employment	$15,061,000
Total First Year's Income put into circulation will revolve from five to six times	$75,308,000
Savings to Taxpayers in Welfare, Unemployment Insurance and other Government Subsidies (not including fringe subsidies such as Food Stamps, Medi-Cal, Social Welfare Administration)	$2,433,800

PROGRAM STATUS
As of December 31, 1978
Enrollees still in training 1,126
Number of people on CET's
waiting list who are requesting
job training 3,225

The Riverside CET combines Federal Funding (CETA) with local funding (Board of Supervisors of Santa Clara County) and with provate funding (Office of Farmworkers). Overall, other CET programs have put together similar funding packages.

Summary - Type 1E.

CET programs use bilingual instructors who also serve as counselors. Recruiters and Job Developers are also bilingual. Students receive ESL during Occupational Training. The ESL is based mainly on a Survival Skills context. All Occupational Training materials are available only in English, so close coordination exists between the ESL and Occupational Training staff.

Institution Manatee Area Vocational and Technical Center

Program Name Individualized Manpower Training System

Contact Person Charles Ruggiero, Jr.

Address 5603 34th St. W., Bradenton, FL

Phone (813) 755-2641

Description

The Manatee Vocational and Technical Center offers ESL courses to Asians and Hispanics who compose 3.7% of the total student population. Beginning, Intermediate and Advanced levels are offered so that language isn't a barrier for the client group once they get into an Occupational Training Program. The ESL courses are taught with a Survival Skills and an Occupational Training context. They are required before any Occupational Training program, taking one year to complete all three levels. No instructors or aides are bilingual, but dictionaires in Spanish, Vietnamese, Korean and Chinese and some Audio-Visual materials in Spanish are used in class. Test/Evaluation Specialists, CETA workers, and Counselors are available but are not bilingual. These Support Services are assisted by an interpreter. Cultural awareness for the staff is an integral part of the ESL curriculum.

The Center has an Individualized Manpower Training System lab, and students are encouraged to enroll in Vocational programs as soon as English is no longer a barrier.

Placement and Budget

No placement or Budget figures are available.

Summary - Type 6A.

This Program requires Occupationaly oriented ESL concurrently with an Occupational Training Program. The Occupational Training is monolingual but they use some bilingual materials.

Institution George Stone Area Vocational Center

Program Name I.M.T.S.

Contact Person W. Wynn

Address Rt. 10, Box 530, Pensacola, FL 32506

Phone (904) 944-1424

Description

The George Stone Area Vocational Center initiated its program for limited English Proficiency persons in response to its vocational instructors' complaints about communication problems in their classes with the LEP clientele. Serving Koreans, Vietnamese and Chinese, which constitute 1% of the total student population and 25% of the IMTS program, the Center offers ESL classes prior to and during the occupational training programs. ESL is offered at the beginning level and concentrates on both the survival skill and occupational training contexts. Currently the occupational training programs are conducted monolingually, but a Vietnamese interpreter is scheduled for the near future. Presently the client group is aided by 3 bilingual tutors who assist students in the Occupational Training classes and in the area of Support Services which include Counseling Recruiting, and Test/Evaluation. The community is involved in Planning, Recruitment, Implementation and Placement. Coordination exists between all staff members.

Placement and Budget

Not Available.

Summary - Type 7, 7A.

ESL is offered before and during a monolingual occupational training program. Bilingual tutors are available. The components are informally coordinated.

Institution Office of the Governor, State of Hawaii

Program Name Indochinese Refugee Employment Project

Contact Person Michael E. Duncan

Address 838 S. Beretania St., Rm.308, Honolulu, HI

Phone (808) 523-7961

Description

The Indochinese Refugee Employment Project offers language and occupational training solely to a Vietnamese and Laotian client group. All participants are enrolled in both language and occupational training courses. The groups' language needs are met by ESL classes which are offered at the beginning and intermediate level. These courses start with a survival skills context, but as the student becomes more proficient, the course becomes more specific in its occupational orientation and is eventually taught in conjunction with the occupational training. Accordingly, ESL is required before and during occupational training.

Both support services and occupational training are offered in two languages. There are 6 bilingual counselors, 2 bilingual aides, 3 bilingual occupational instructors, 10-15 bilingual tutors and 2 bilingual administrators. Some bilingual materials used in the occupational component are staff developed, and some are obtained from the Center for Applied Linguistics. Currently Food Service and Food Preparation are being offered bilingually. In the past, Upholstery, Dry Cleaning, and Cabinet and Furniture making were offered with at least some bilingual instruction. Industrial Sewing and Tailoring/ Dress Making were presented monolingually. All courses were for a 3 month period except for the current Food Service and Food Preparation which are projected to run from 3 to 6 months. Business Machine Repair, Hotel Maintenance and Chinese Cook Training are in the planning stages.

Community involvement is effected in Planning and Recruitment through an Advisory Committee which includes representatives of all refugee organizations, Social Services Agencies, Program staff and private employers. Staff coordination is also a result of the Advisory Committee. Cross cultural counseling seminars are offered to the staff, and bilingual counselors and Test/Evaluation Specialists are offered for the students.

Placement and Budget

In its four years of operation, the program has been 100% funded by HEW.

	Completed	Placed	Placed in Occupation
Total	INC.	917	INC.
Last Year	189	189	189

Since the program began 917 persons have been placed. In the last year 189 persons have completed a course and have been placed in the occupation for which they were trained.

Summary - Type 7G.

ESL is offered before and during the occupational training which in most cases is offered by bilingual instructors utilizing bilingual aides, tutors and materials. Since only the one client group is served, there is a high degree of coordination between the components.

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Institution Rock Valley College

Program Name Indochinese Refugee Project

Contact Person Michaek Kelly

Address 3301 N. Mulford Rd., Rockford, IL

Phone (815) 968-4151

Description

The Rock Valley College serves a variety of ethnic groups through Adult Education ESL classes and through the Indochinese Refugee Project. 2% of the persons at the institution are of Limited English Proficiency. The ESL courses are offered to both Adult Education students and Indochinese Refugee Project students at all levels with an average of 120 hrs. spent per level. These classes have an Occupational Training context in the Indochinese Project only. The ESL courses are not required before or during the Occupational Training programs but are available.

The Indochinese Project uses bilingual students as translators and also uses 3 volunteer bilingual aides. The instructional materials and Support Services are bilingual too. The Support Services offered are Counselors, Recruiters, Test/Evaluation Specialist, Job Development and Outreach. They have a program of cultural awareness for the staff.

The Occupational Training Programs offered in the Indochinese Project have a duration of 15 weeks and are as follows: Precision Measurement, Blueprint Reading and Welding.

The Indochinese Project has an Advisory Committee composed of Refugees, Business, Industry and Sponsors. The community is involved in Planning, Recruitment, Implementation and Placement. The coordination of efforts between the staff and the Support Services personnel is effected through

group meetings. In-service for ESL instructor, Vocational instructors and Counselors are offered as a development activity.

Placement and Budget

The Program began on November 1979, so no records are made yet, but the Indochinese Project has a job development component which places clients in jobs.

The Indochinese Program has been 100% funded by the Indochinese Refugee Assistance Program through HEW.

Summary - Type 7G for the Indochinese Project.

Monolingual Instructors are assisted by bilingual tutors and translators. Bilingual Materials are used. Support Services are also offered bilingually. ESL with an occupational context is offered before and after the Training Programs but is not required.

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Institution South Middlesex Regional Vocational Technical High School

Program Name Bilingual Program

Contact Person George M. Luoto

Address 750 Winter St., Framingham, MA

Phone (617) 879-5400 x266

Description

The Bilingual Program offered by South Middlesex Regional Vocational Technical High School serves a Limited English Proficiency population which is 8% of the total population. These students speak Spanish or Portuguese. ESL classes are offered at 4 levels: Beginning, 2 Intermediate, and Advanced with an average of 6-8 students at each level. The ESL is taught with Survival Skills and Occupational Training context and is required during the Occupational Program.

Occupational courses are conducted in English and Spanish with bilingual instructional materials. Counselors, Recruiters, Test/Evaluation Specialists and Financial Aides are the Support Services which are offered in Spanish and Portuguese.

All occupational programs last for 3 years in Grades 10-12. Grade 9 is a pre-vocational program.

An Advisory Committee formed by the parents and the community is involved in Planning and Implementation. The coordination of efforts is effected through the bilingualcounselor or coordinator of Special Services. They offer 3 workshops a year for staff development activities.

Placement and Budget

Since the program began, approximately 40 persons have completed the occupational programs with a 100% placement for those that completed the 3 years at the time of graduation. 18 students completed the programs last year; 10 of them were placed in the trade for which they were trained, 3 went to College, and 5 were placed in other occupations.

	Completed	Placed	Placed in Occupation
Total	40	--	40
Last Year	18	8	10

	Federal Funding	State Funding	Local Funding	TOTAL
Year 1	0	30,000	0	$30,000
2	0	0	56,000	56,000
3	0	0	82,000	82,000
4	0	0	88,000	88,000
5	0	0	94,000	94,000
6	17,000	0	98,000	115,000
7	12,000	13,000	102,000	127,000

During the past 3 years they have also used approximately $200,000 of Title VI CETA local monies for extra staffing.

Summary - Type 5G.

ESL with both a Survival Skills and Occupational Training context is taught concurrently with the Occupational Training. The Occupational Training classes are taught by bilingual instructors and use bilingual materials and Support Services.

Institution Pontiac Public Schools

Program Name Pontiac Northern High School

Contact Person Douglas Riddering

Address 1051 Arlene, Pontiac, MI 48055

Phone (313)332-2913

Description

Pontiac Northern High School serves a client group of which 13% are bilingual students, and 25% of these are Limited English Proficiency Asians and Hispanics. ESL is offered at the Beginning, Intermediate and Advanced level. Initially these classes are taught with a Survival Skills context, but the Intermediate and Advanced levels are taught with an Occupational Training context. One semester of ESL is suggested before the student enters an Occupational Training Program; ESL is required during the Occupational Training Program.

Welding (for one semester), Woodworking (for one semester), Auto Mechanics (for one year) and Drafting (for one semester) are offered in Spanish and English. There are 3 instructors, 3 aides and one tutor who are bilingual in Spanish and English. Of these instructors only 1 is involved in Vocational Education with 1 aide. A Vietnamese Aide and tutor and a Laotian tutor are also available. Bilingual instructional materials are seldom used. Bilingual courses in Electronics, Printing and Nursing are in the planning stage.

Bilingual Support Services in English and Spanish are offered through a Counselor, Test/Evaluation Specialists, and in Career Awareness and Job Seeking Skills.

Since this program is part of a High School, the students take elective classes as well as training classes to count toward their diplomas. The community is involved in Planning and Placement.

There is a program for cultural awareness for the staff. Coordination between Instructors and Support Services personnel is in the planning stage.

Placement and Budget

Not Available.

Summary - 7E for Spanish Students. 7D for Asian Students.

Students are offered ESL before and during the Occupational Training Programs. These programs are taught by bilingual instructors and are assisted by bilingual Support Services although the use of bilingual instructional materials is limited.

Institution St. Paul Technical Vocational Institute

Program Name Minnesota Bilingual Vocational Training Program

Contact Person Francisco Trejo

Address 235 Marshall Ave., St. Paul, MN 55102

Phone (612) 221-1332

Description

The Minnesota Bilingual Vocational Training Program consists of four components: 1) Pre-Vocational ESL and Math, which last 6 months; 2) Remedial Basics, which is available to students throughout their studies; 3) Bilingual Vocational Components, and 4) Bilingual Counseling. Two population groups, Latinos and Indochinese which compose 5% of the total student population, are served.

The Pre-Vocational ESL component is designed primarily for Indochinese students although Latino students may use it as their English proficiency dictates. The ESL classes are separated into language groups at the lower levels and mixed at the more advanced levels. The student/teacher ratio is 11.5:1. In this first component, ESL, is offered at six levels from 5-6 hours per day. One hour is spent on strictly Vocational English. Three to four hours are then spent on general ESL although this does have an occupational emphasis.

The Remedial Basics Component is designed for students whose English is good enough to enter a regular vocational program but who might still need help on a remedial basis or in ESL. Students who are enrolled in a Bilingual Vocational Program can still make use of the Remedial Basic Component.

The Bilingual Vocational component offers occupational training to both Latino and Indochinese students. Each program in this component is offered for the two groups. The Latino students are taught by an instructor who is bilingual in Spanish/English. The same vocational instructor teaches the Indochinese students but is assisted by a bilingual Indochinese tutor. In this way both groups can be served in their own language, but the problem of finding bilingual instructors is lessened.

A similar staffing system is used in the area of support services. Three counselors who are bilingual in Spanish/English serve both groups. Two counselors work with the Latino students and aid them in dealing with the monolingual Test/Evaluation Specialists and Recruiters. The other counselor, assisted by a bilingual Indochinese aide, provides the same assistance to the Indochinese students. An inservice cultural awareness program for the rest of the staff connects the program to the school as a whole.

This semester (II, 1980) all the occupational programs are for Indochinese. Business Advocate, Health Advocate, and Cooking programs are offered. Next fall Electro-Mechanical Technician, Welding and

Machine Tool programs will be offered for both groups. Each program lasts 9 months.

In 1975 the State AFL-CIO sent a resolution to the Minnesota Legislature, requesting these types of programs be offered in the state. The Legislature ordered the Department of Education to coordinate the existing Federal Bilingual Vocational Training monies. After the first year of operations, the program has been 100% state funded. An advisory committee, representing Labor, Social Agencies, Educational Agencies and students, participated in Planning, Recruitment and Placement.

Placement and Budget

Since the Program began, an average of 12 people per program have enrolled each year, an average of 8 people have completed each program every year. A total of 160 people have enrolled with a 75% completion rate. 60% have been placed in fields related to their training.

	Completed	Placed in area of training
Total	112	67 (60%)
Last Year	54	32 (60%)

This program is 100% state funded.

Summary - Type 7G for Latino students; 7E for Indochinese students.

This program offers bilingual instruction for the occupational skills areas for Latino students. Both Latino and Indochinese students receive bilingual support services and ESL with an occupational training context.

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Institution North Dakota State School of Science

Program Name Learning Skills Center

Contact Person Rene Moen

Address Wahpeton, N.D.

Phone (701) 671-2622

Description

North Dakota State School of Science has a wide variety of LEP population forming 1% of their total student population. They offer ESL courses at all levels, generally on an individual basis. It is taught with a Survival Skills and Occupational Training context and

is required during any Occupational Training Program. The training is conducted only in English. The Support Services; Counselors, Test/ Evaluation Specialists (in the Learning Skills Center only), and Financial Aides; are monolingual too.

The school offers a 1 year course of Welding and 2 year courses for Auto Mechanics, Civil Engineering, Electronics, and Transfer Program. The Program has an Advisory Committee that covers the areas of Counseling, Trades, Technical areas, Business, Junior College and Community. There is a coordination of efforts between instructors and support services personnel, effected by phone. They offer workshops, seminars and in-service as staff development activities.

Placement and Budget

No records have been kept for placement.

Vocational Programs are financed through State appropriated Funds.

Summary - Type 7.

Occupational ESL courses are offered before and are required during Occupational Training Programs. These programs and the Support Services are offered monoligually.

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Institution Northern New Mexico Community College

Program Name Bilingual Vocational Training Program

Contact Person Levi Valdez

Address El Rito, NM 87530

Phone (505) 581-4423

Description

90% of Northern New Mexico Community College's population in Occupational Training Programs served by the Bilingual Vocational Training Program are Hispanic. Beginning, Intermediate and Advanced levels of ESL and mathematics are offered to the client group with an Occupational Training context. ESL and math classes are offered concurrently with Occupational Training. The Occupational Training is conducted in English and Spanish by instructors and aides who are bilingual. The instructional materials are bilingual as well. 1200 hours of training are offered in Cosmetology, Auto Body Repair and Auto Mechanics. It is planned to have the Diesel Mechanics, Plumbing, Electricity and Carpentry programs added to the ones mentioned.

Counselors, Recruiters, Financial Aids and Placement are available

bilingually through the college.

The Advisory Committee is mainly represented by educators. There is a coordination of efforts between instructors and Support Services personnel effected by personnel conferences.

Placement and Budget

80% of the students who have successfully completed the programs have been placed in the occupation for which they were trained.

The first year of funding which included Auto Mechanics, Barbering and Cosmetology was 100% funded through HEW. The last three years, in which Meatcutting and Auto Body Repair were added to the above courses, have been 100% funded by the New Mexico State Department of Education-Vocational Division with federally obtained funds.

Summary - Type 5G.

Bilingual Instructors, materials and Support Services are involved in the Occupational Training Program. ESL with an Occupational Training context is offered concurrently with the Occupational Training.

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Institution Chinatown Manpower Project, Inc.

Program Name Chinese English Bilingual Para-Professional Training Program

Contact Person Po S. Yuen

Address 70 Mulberry St., New York, NY 10013

Description

The Chinatown Manpower Project serves a population which is 100% Chinese speaking. ESL is offered at the Beginning and Intermediate levels. These classes employ both a Survival Skills and Occupational Training context. ESL is required during the Occupational Training Program.

The following courses are offered by bilingual instructors using bilingual materials: Bookkeeping, Basic Office Practice, Computer, Keypunch Operation, and Para-Accounting Training. These occupations were chosen according to Department of Labor Statistics and Employer demand.

The community is involved in Planning, Recruitment, Implementation and Placement. There is a coordination of efforts between instructors and support services personnel as a result of team teaching and personal cooperation among the staff.

Placement and Budget

Since the program began, approximately 1,400 LEP persons have completed the program, and 260 completed it last year. So far 1,350 people have been placed, 250 of those last year.

	Completed	Placed in Occupation
Total	1,400	1,350
Last Year	260	250

The Para-Accounting Training Program is 100% funded through Title VII, Part J. Bookkeeping, Keypunch, Basic Office Practice, Computer and Advanced Accounting are 100% funded through New York City's CETA program.

Summary - Type 5G.

This program offers occupational training programs taught by bilingual instructors using bilingual materials. ESL with a occupational training context is required during occupational training.

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Institution School District of Lancaster

Program Name Adult Enrichment Center

Contact Person Eugene Madeira

Address 225 W. Orange St., Lancaster, PA 17604

Phone (717) 291-6262

Description

The School District of Lancaster serves a client group composed of Vietnamese, Latinos, Greeks and Iranians forming 30% of the persons at the institution.

They offer six levels of ESL: Beginning (A&B); Intermediate (A&B); and Advanced (A&B). These classes are taught with a Survival Skills context. The program is not conducted bilingually but 100% of their aides, tutors, instructors and administrators are bilingual. They have Counselors, Recruiters, Test/Evaluation Specialists, Transportation and Child Care offered in more than one language. There is a cultural awareness program for the staff.

The Advisory Committee for the program is composed of representatives from the community and Social Service Agencies. The community is involved in Planning, Recruitment, Implementation and Placement. A coordination of efforts is effected by weekly staff meetings.

Placement and Budget

No placement figures were given since the Program is not an Occupational Training Program.

The Program is 90% Federally funded and 10% Locally funded. The former portion is used for the cost of instruction while the latter goes for Building Rental.

Summary - This is not a program which offers Occupational Training.

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Institution Community College of Philadelphia

Program Name Bilingual & Intensive ESL & Workshop Instructional Project

Contact Person Susana Daniele

Address 34 S. 11th St., Philadelphia, PA 19107

Phone (215) 972-7540

Description

The Community College of Philadelphia offers Occupational Training to a Hispanic, Indochinese and Russian population which forms a 5% of the total student population. All levels of ESL are offered and are taught with a Survival Skills and Occupational Training context. These courses are offered during any Occupational Training that a student might wish to take.

Occupational Training is conducted bilingually in Spanish and English with the help of bilingual tutors and instructors. The instructional materials are also bilingual. The programs offered with a duration of 30 weeks each are Clerical Certification and Allied Health Preparation. An adult literary skills developmental program is in the planning process to help those students that have a low level of literacy in both English and their native language. Presently the client group is aided by 2 Counselors, 2 Recruiters, 1 Test/Evaluation Specialist and 1 Multicultural Resources Coordinator, all of whom are bilingual. The cultural awareness for the staff is part of in-service training.

The Program has an Advisory Committee composed of persons in the areas of Allied Health and Secretarial Science. This Advisory Committee and the Community are involved in Program Planning, Recruitment, and Implementation. There is a coordination of efforts (between ESL instructors, Occupational Training instructors, and Support Services personnel) through team teaching.

Placement and Budget

Since the program works with the placement office, the placement figures were not available, but about 30% of the students apply for jobs and the rest show an interest in continuing their education and change their field of studies. 30% of the LEP students have completed the program since it started, and 40 to 45% completed it last year.

	Completion	Placement
Total	30%	NA
Last Year	40-45%	NA

The Clerical Certification Program has, for the last three years, been 50% funded by HEW Vocational Education and 50% through the College budget. The same percentate applies for Allied Health Preparation. Support Services are 100% funded through the College.

Summary - Type 5G for Spanish students.

Bilingual Occupational Training Programs are conducted by bilingual instructors assisted by bilingual tutors. The instructional materials are also bilingual. ESL instruction has an Occupational Training and Survival Skills context. These courses are offered concurrently with an Occupational Training Program.

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Institution Texas Educational Foundation, Inc.

Program Name El Paso Job Corps Center

Contact Person Mary S. Young

Address 11155 Gateway West, El Paso, TX 79935

Phone (915) 594-0022

Description

The Texas Educational Foundation, Inc. offers Occupational Training to a Mexican-American population which represents 98% of those enrolled. ESL is offered at the Primary, Beginning, Intermediate and Advanced levels. The classes have an average duration of 12 weeks per level and are taught with both a Survival Skills and Occupational Training context. ESL is required during Occupational Training.

Occupational courses, which are conducted bilingually in Spanish and English, include Auto Mechanics, Building Maintenance, Cook, Clerk-Typist, Machine Copy Clerk, Electronics Assembly, Welding, and Nursing Assistant. These courses are taught by bilingual instructors who are assisted by bilingual student aides and bilingual tutors. Instructional materials are available in Spanish and English. These courses are open entry/open exit, so the duration of enrollment depends on the needs of the student, proficiency upon entry, and the amount of time per day scheduled for Occupational Training.

Support Services are offered bilingually in the form of Counseling, Recruiting, (by the Texas Employment Commission), Comprehensive Health Care, Placement and College Scholarships.

Planning, Recruitment, Implementation and Placement for these courses depends upon an Advisory Committee whose members represent Business, Law Enforcement, Churches, and Government Agencies. Internally there is coordination between ESL instructors, Occupational Training instructors and Support Services personnel. This coordination is formalized through the channels of program management. Instructional Techniques and Cultural Awareness seminars are offered to staff as development activities.

Placement and Budget

	Completed	Placed	Placed in Occupation
Total	1,150	1,125	1,000
Last Year	150	145	130

100% funding by the Department of Labor.

Summary - Type 5G

This program offers ESL in conjunction with Occupational courses which use bilingual instructors, materials, and Support Services.

Institution Fort Worth School District/Adult Education Center

Program Name Southeast Asian Refugee (SEAR)/Indochinese Voc. Rehab. (IVR)

Contact Person Mark McComas

Address 705 S. Hendeson St., Fort Worth, TX

Phone (817)332-7544

Description

SEAR/IVR provides language and occupational training to Vietnamese, Laotian, and Cambodian Refugees. This client group is the only one being served by SEAR/IVR. Monolingual ESL classes are offered on four levels: Pre-literacy, Beginning, Intermediate and Advanced. The context of the classes is survival skills in which occupational vocabulary is intermixed. Students are encouraged but not required to take ESL before and during their occupational training.

Occupational Training programs in Welding, Machinist, Auto Mechanics, Refrigeration and Air Conditioning, T.V. Service and Repair, and Clerical are all offered by monolingual instructors; however, there is a bilingual aide assigned to each class. The bilingual materials are presented by these aides and are developed by staff, three of whom are bilingual administrators. All occupational courses have a duration of four months and concentrate on job entry skill training. Part-time attendance is allowed 2 or 4 nights per week.

The occupations were chosen by community and Industrial needs. The community is involved in all phases. The support services which include Counseling, Recruiting, and Test and Evaluation are all offered bilingually. Cultural workshops are offered for the staff. In addition, there are workshops and training sessions every 2-6 weeks for the staff among whom there is close coordination.

Placement and Budget

Since the program began, 480 persons have completed ESL and an Occupational training program. In the last year 270 persons have completed the same. 250 have been placed, and 229 have been placed in the occupation for which they were trained since the program began. In the last year 145 were placed, 131 in the occupation for which they were trained.

SEAR, which is responsible for the ESL component, is 100% funded by HEW. IVR which handles the occupational training is 100% funded by Texas Department of Human Resources, which draws its funds from HEW.

Summary - Type 7C.

ESL is offered before and during the occupational program. The occupational program uses bilingual materials and aides. Since only the specialized client group is served, there is a high degree of coordination between the components.

Institution Hidalgo Jobs for Progress, Inc.

Program Name S.E.R.

Contact Person Arnoldo Cantu

Address 216 W. 1st (Rear), San Juan, TX

Phone (512)787-5541

Description

The Hidalgo Job for Progress, Inc. offers Remedial Education and Occupational Training Programs to a limited English proficiency population composed of Mexican-Americans. They offer ESL in the Begining, Intermediate and Advanced levels with Survival Skills and Occupational Training contexts. The ESL courses are required during the Occupational Training programs.

The Occupational Training is conducted bilingually in Spanish and English with bilingual intructors, aides and instructional materials. The Support Services (Counselors, Recruiters and Financial Aids) are offered bilingually too.

The Hidalgo Job for Progress, Inc. offers the following Occupational Training Programs: Welding (one year); GED-Sec. (24 weeks); Sec. (25 weeks); GED (open-ended, 6 months); Auto Mechanics (52 weeks); Auto Rebuilders (52 weeks); and Nurses Aides (10 weeks). They also have the following programs in the planning process: Mother's child-Care Program (6 weeks); Displaced Homemaker Program (4 weeks); Nurses Aide for Nursing and Custodial Care Home (10 weeks); Program Potential and Youth Drop Outs (open-ended exit); and a Community College to serve the Youth and Adults to learn Vocational skills.

They have an Advisory Committee representing Mexican-American Organization, Grassroot Organizations, students, and businesses. This Advisory Committee is involved in Recruitment, Implementation, and Placement. There is coordination of efforts between ESL instructors, Occupational Training Instructors and Support Services personnel.

Placement and Budget

Since the Program began 600 LEP persons have completed each Occupational Program and 70% have been placed in the occupation for which they were trained. Last year 150 LEP persons completed each Occupational program and 84% were placed.

Program	Yr. of Operation	Federal Funds	State Funds
Welding	Year 1	65,000 - HEW	----------
	Year 2	74,826 - DOL	----------
	Year 3	72,750 - DOL	----------
Meat Cutter	Year 1	30,000 - HEW	----------
Bilingual Sec.	Year 1	60,000 - HEW	----------

Program	Yr. of Operation	Federal Funds	State Funds
Bilingual Sec.	Year 2	74,826 - DOL	----------
	Year 3	72,800 - DOL	----------
Nurse's Aide	Year 1	40,000 - HEW	----------
Auto Mechanics	Year 1	----------	15,000
Auto Rebuilders	Year 1	----------	10,000
Medical Sec.	Year 1	90,000	----------
GED-Sec.	Year 1	143,000 - DOL	----------
	Year 3	201,000	----------

Summary - Type 5G. ESL with an Occupational Training context is required during Occupational Training. Bilingual Instructors, materials and Support Services are provided for students. Close coordination exists between all components.

Institution San Antonio State Hospital

Program Name Bilingual Vocational Training for Hospital Psy. Patients

Contact Person David Culclasure

Address Box 23310 Highlands Hills Station, San Antonio, TX 78223

Phone (512) 532-9610

Description

The San Antonio State Hospital offers Occupational Training to Mexican-Americans who form 80% of the population served by this program. ESL courses are required during the Occupational Training program, and they are offered at all three levels (Beginning, Intermediate and Advanced) with a Survival Skills and an Occupational Training context. The Occupational classes are conducted in Spanish and English by bilingual aides, tutors, instructors, administrators and instructional materials. All the Support Services (Counselors, Recruiters, Test/Evaluation Specialists, Financial Aides) are offered in both languages. Six Occupational Programs are taught bilingually and last from 6-8 weeks. They are Fast Food, Housekeeping, Motel Maid, Auto Mechanics, Cashiering and Clerical.

An Advisory Committee represents Rehabilitation and Education. The Community is involved in Planning and Placement. Coordination of efforts is effected by staff meetings, direct contact, and by staff seminars, in-service classes, and workshops as development activities.

Placement and Budget

Since the program began, 150 persons have completed each occupational program. Approximately 75 completed the program last year, and 57 out of those 75 were placed in the occupation for which they were trained.

	Completed	Placed in Occupation
Total	150	NA
Last Year	75	57

The first two years of the program were 100% funded by the Office of Education - Bilingual Vocational Training. $127,000 was allocated in 1977 and again in 1978. Presently the program is 100% funded through the Texas Education Agency - Bilingual Vocational Training.

Summary - Type 5G

Bilingual Instruction, Materials and Support Services are offered in the Occupational Training Program. The ESL component has both a Survival Skills and Occupational Training context. These classes are required concurrently with Occupational Training.

Institution Arlington County Adult Education

Program Name Indochinese Cooperative Education Program

Contact Person Joyce Schuman

Address 816 S. Walter Reed Dr., Arlington, VA 22204

Phone (703) 979-1224

Description

ESL, Vocational Training, and Job Counseling are offered by the Indochinese Cooperative Education Program to a client group completely composed of Indochinese refugees. Five levels of ESL are offered: Literacy, Beginner, Basic, Intermediate (I&II) and Advanced. Survival Skills are the main focus of these classes although those in the Occupational Training programs receive English taught with an Occupational Training context. Students must reach a certain level of language proficiency before entering an Occupational Training program, but ESL is required once they are in such a program. Occupational classes are conducted monolingually. Aides are used in these classes to translate difficult material. The materials are only presented in two languages when it is absolutely necessary. Occupational courses are offered in the following areas for the duration specified: Clerical, 6 months; Typing, 6 months; Keypunch, 6 months; Electronics Assembly, 4 weeks; Consumer Electronics, 4 months; and Sewing, 10 weeks. Accounting, Diesel Mechanics and Drafting are in the planning stage. There are five aides, three tutors and 6 instructors who are bilingual. Counseling, Recruiting, Test and Evaluation, Cultural Orientation and Information and Referral are offered bilingually. An extensive cultural awareness program is provided for the staff. Planning is conducted through an Advisory Committee which is composed of representatives from Business, Community Resources, Social Services and Religious groups. An Educational Coordinator acts as a liason between all components of the program.

Placement and Budget

	Completion	
	Total	Last Year
Commercial Sewing	45	15
Consumer Electronics	32	16
Typing	100	56
Auto Mechanics	14	4
Electronics Assembly	18	18
Clerical	100	31
Keypunch	20	13
Building Trades	10	4
TOTAL	339	157

Placement

	Placed	Placed in Occupation
Total	80% (271)	90% of 80% (243)
Last Year	82% (129)	95% of 82% (123)

Cost and Duration per program (Exclusive of ESL Costs)

Program	Total	Last Year
Clerical	$92,000/6 months	$26,000/6 months
Typing	3,800/6 months	1,500/6 months
Keypunch	1,200/6 months	600/6 months
Elect. Assembly	2,400/1 month	----------
Consumer Elect.	4,600/4 months	1,800/4 months

	Federal Funding (HEW)	State Funding (State Voc. Ed.)	Instruct. Budget	Support Services Budget
ESL				
1976-77	100%	----	94,945	42,000
1977-78	100%	----	66,505	34,608
1978-79	95%	5%	47,060	34,608
1979-80	85%	15%	66,104	30,942
Clerical				
1976-77	100%	----	20,000	
1977-78	100%	----	22,000	
1978-79	50%	50%	24,000	
1979-80	50%	50%	26,000	
Typing				
1977-78	100%	----	800	
1978-79	50%	50%	1,500	
1979-80	50%	50%	1,500	
Keypunch				
1978-79	50%	50%		
1979-80	50%	50%		
Electronic Assem.				
1977-78	100%	----	800	
1978-79	50%	50%	800	
1979-80	50%	50%	800	
Cloth. Const.				
1976-77	100%	----	1,200	
1977-78	100%	----	1,200	
1978-79	50%	50%	1,400	
1979-80	50%	50%	1,500	

	Federal Funding (HEW)	State Funding (State Voc.Ed.)	Instruct. Budget	Support Services Budget
Consumer Elect.				
1977-78	100%	----	1,300	
1978-79	50%	50%	1,500	
1979-80	50%	50%	1,800	
Others*				
1976-77	100%	----	2,000	
1977-78	100%	----	2,000	
1978-79	100%	----	2,000	
1979-80	100%	----	2,000	

*Contractual Services

Summary - Type 7C.

This program offers occupationally related ESL prior to and during Occupational Training. Support Services are bilingual; Occupational Training is monolingual although some aides are used as translators and some bilingual materials are used when neccesary.

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Institution Lakeshore Technical Institute

Program Name GOAL

Contact Person Audrey DeLorme

Address 1290 North Ave., Cleveland, WI 53015

Phone (414) 682-9181

Description

The GOAL program is charged with providing services to LEP students. Those served are predominantly Indochinese and Hispanics. Approximatly 180 students have enrolled in English as a Second Language classes during the first eight months of the 1979-80 project year. The majority of these attend ESL classes thirty hours per week. (More than 40% of the current ESL students are double illiterates). The ESL curriculum concentrates primarily on Survival Skills although job terminology is also included. Improvement in basic academic skills, often necessary for further training, is also provided by the GOAL staff.

Although bilingual ESL instruction is not part of the program, Recruitment, Evaluation, and Counseling are offered in Spanish, Lao, Hmong, German, French and Korean. Bilingual Support Services are available through the Special Needs staff member and a full-time Indochinese outreach worker.

Vocational programs are not offered bilingually; however, CETA-sponsored courses in Machine Tool, Welding, and Sub-Assembly have been developed with consideration for the LEP person. Those students in long-term vocational programs are offered tutorial assistance and ESL at the vocational training site. The Special Needs person coordinates activities with vocational instructors and the school's support personnel and acts as a liaison with community agencies.

Placement and Budget

Not available.

Summary - Type 6A.

ESL with some Occupational Training context is offered prior to Occupational Training. Bilingual Support Services are offered bilingually although the Occupational Training is not. Coordination exists through a Special Needs person.

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Institution Western Wisconsin Technical Institute

Program Name GOAL Program

Contact Person Arlyss Grosskoph

Address 8th and Pine St., La Cross, WI

Phone (608) 785-9221

Description

The client group of the GOAL program at the Western Wisconsin Technical Institute is composed of Indochinese, Koreans, representatives of European countries and of South America countries. The population of this group is 1% of the total population of the Institute. ESL classes, which concentrate on Survival Skills and on "Occupational Awareness Readiness", are offered at all levels. They are required before but not during an Occupational Training program. No bilingual services or instruction is offered, but monolingual Support Services include Counselors and Financial Aids workers. Cultural awareness for staff is handled through inservice training in the Instructional Support Services Division. Occupational courses are offered only monolingually, but there is informal coordination between the occupational, language, and service components. The community is involved in Planning, Recruitment and Placement.

Placement and Budget

Since the program began the following have completed occupational training and been placed:

Welding	5
Machine Tool	4
Bio Med Electronics	1
Clerk Typist	2

In last year the 8-9 persons have completed occupational training. 3-5 have been placed in the last year.

Budget information is not available.

Summary - Type 6.

Western Wisconsin Technical Institute offers ESL training before occupational learning. Although the components are separate, informal coordination exists between them. Cost efficiency cannot be determined.

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Institution Mid-State Technical Institute

Program Name GOAL Oriented Adult Learning

Contact Person Sally Cutter

Address 110 W. 3rd St., Marshfield, WI

Phone (715) 384-2538

Description

Mid-State Technical Institute serves an LEP Population of Vietnamese, Asian-American, Indian and Hispanics who compose 19% of the total student population. The program offers ESL courses at all levels, Beginning, Intermediate and Advanced, with an average of 18 weeks to complete each level. The ESL is taught with Survival Skills and Occupational Training contexts. ESL is not required before or during Occupational Training. The courses are not conducted bilingually, but one instructor speaks Spanish. The Support Services are monolingual: Counselors, Recruiters, Test/Evaluation Specialists, Financial Aids, and Career Education.

Placement and Budget

Since it is not a Occupational Training Program, there are no figures for Placement.

The program is funded 45% Federal, 55% Local/Private in this their 4th year.

Summary - Type 7.

ESL with an Occupational Training context is offered either prior to or during a monolingual occupational training program.

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Institution Milwaukee Area Technical College

Program Name English as a Second Language

Contact Person Aldo Bertolas and Paul Hansen

Address 1015 N. Sixth St., Milwaukee, WI

Phone (414) 278-6288 or 278-6431

Description

The English as a Second Language at the Milwaukee Area Technical College provides language training to approximately 150 daytime and 130 evening students who represent various ethnic and language groups. All levels of ESL are offered by instructors and by paraprofessionals who are all bilingual. Survival Skills constitute the primary focus in these programs although job vocabulary and work terminology are also included. The students are encouraged to take ESL before entering an Occupational program. Their continuance in the ESL class during Occupational Training depends upon their language proficiency. Occupational programs which are conducted bilingually include Machine Shop taught by a Spanish speaking instructor and a Vietnamese instructor. In these cases, concurrent ESL was not necessary. In the past Auto Mechanics and Welding were offered to Spanish speaking students and Machine Shop to Arabic students. Where there is not a bilingual instructor in the Occupational Training program, the ESL staff coordinates activities with the Occupational instructor and with the guidance staff. In addition to the latter, Support Services are offered in Counseling, Health Care, Reading and Math workshops and tutorial services. These services have some Spanish speaking workers. Inservice cultural awareness training is provided for the staff. There is community involvement in Planning, Recruitment, Implementation, Training and Placement.

Placement and Budget

Placement data is not available.

All aidable courses receive 65% Local funding and 35% State funding. This does not include specific ESL projects. The total budgetof instructional and support services is 63% Local, 30% State and 7% Federal funded.

Summary - Type 7G.

MATC offers some vocational bilingual courses: Machine Shop for Indochinese is the current on-going program. Other student's needs are met by ESL classes which are taught by bilingual instructors, tutors and aides. Coordination exists between the language and occupational components in areas other than the bilingual vocational program.

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Institution Waukesha County Technical Institute

Program Name Adult Basic Education

Contact Person Maria Hernandez

Address 800 Main St., Pewaukee, WI

Phone (414) 548-5521

Description

The Adult Education Program is charged with providing services to the LEP persons at the Waukesha County Technical Institute. The clients served are predominantly Spanish speaking and speakers of various Indochinese languages. In the ESL classes which are offered at all levels, there are both mixed and unmixed classes. Spanish speaking students usually are placed in one class while the speakers of Indochinese languages are grouped in another and are provided with a translator. There are a total of 250 LEP persons, 150 of which are in ESL classes. The ESL curriculum concentrates primarily on Survival Skills. However, if a student is enrolled concurrently in an Occupational program or if the student has made a career choice, the basic ESL instructor, in conjunction with the occupational instructor, supplements the basic ESL with Occupational terminology. ESL is highly recommended before and during Occupational Training.

The program generally offers ESL and then Occupational Training. There have been incursions into the bilingual mode though. Programs in Clerical Training, Auto Mechanics, Food Service and Machine Tool have been conducted bilingually. The native languages used here are Spanish and Laotian. Food Service and Auto Mechanics have been conducted as one week career exploration courses. The Clerical Training was an open entry/open exit course with part time attendance allowed. Machine Shop was a 12-18 week course. All the aides are bilingual, 3 in Spanish and 1 in Laotian. There is one tutor who is bilingual in French. Five instructors out of 30 in the program are bilingual as are two out of four administrators. ESL courses connected with the bilingual courses are conducted only in one language except for career readiness, Health and Driver's Education. Support Services are offered bilingually in Spanish and Laotian (Counseling

and Recruiting) and in Spanish (Testing/Evaluation). Counselors assist students with Financial Aides.

The bilingual courses are offered as the need arises. Usually the occupational coordinator, the students, or an outside agency suggests a needed course. If no bilingual instructor is available, the course is conducted by a monolingual instructor with the asistance of a bilingual aide. The staff develops its own materials. The community helps with planning, as indicated above, and with Recruitment, Implementation and Placement. La Casa de Esperanza and Job Service especially have helped with Placement.

Placement and Budget

Clerical Training Program	40-50% Completed 30% Placed
Career Exploration (Food Service and Auto Mechanics)	100% Completion Placement NA
Machine Tool	Not yet available

Clerical Training Program	45% Federal (CETA) 45% State, 10% Local
Career Exploration	100% Local
Machine Tool	No yet available

Summary - Type 7 except for the bilingual courses which are 7G or 7E.

There is a high degree of coordination between the ESL and occupational component in the Type 7 program. The type 7G and 7E programs are well integrated. Cost efficiency data are unavailable.

Institution Gateway Technical Institute

Program Name Adult Basic Education/Bilingual Vocational Education

Contact Person Florence Wesselius

Address 3520 - 30th Avenue, Kenosha, WI

Phone (414) 656-6967

Description

The Adult Basic Education/Bilingual Vocational Education Program provides services to limited English proficiency clients composed of Spanish, Oriental, and European students. ESL classes are offered to this group on a beginning, intermediate and advanced level. Approximately 510 persons are currently enrolled in these classes which concentrate primarily on Survival Skills although an occupational training context is sometimes used. ESL is offered but not required either before or during occupational training.

Occupational training classes leading to a diploma or a degree are offered monolingually. However, other bilingual courses are in operation. Prior to occupational training, bilingual "Hands-on Career Exploration Workshops" are now conducted in Spanish and English and in the future will be offered in Vietnamese and English. Another class is Job Orientation which is presented bilingually in Spanish and English and Vietnamese and English. Fifteen week Pre-Vocational classes are also offered bilingually in both languages; Drivers Education is taught in Spanish and English. Three aids and seven instructors are bilingual. Some instructional materials are offered in more than one language.

Counseling services are offered bilingually, and bilingual tutors are available to assist students. A cultural awareness program exists for staff development. An advisory committee consisting of representatives from industry, service agencies, staff, and students assists in program planning and recruitment. Coordination is effected through personal contact.

Placement and Budget

Data unavailable.

Summary - Type 7E.

> This program offers Survival Skills bases ESL and bilingual pre-vocational courses prior to monolingual occupational training. Support services consisting of counselors and tutors are available bilingually.

Institution Comunidad de Amigos, Inc.

Program Name Bilingual ESL Learning Center

Contact Person Lucio Fuentes, Jr.

Address 901 Superior Ave., Sheboygan, WI

Phone (414) 452-7331

Description

Comunidad de Amigos, Inc. offers ESL but no occupational training to a client group 90% composed of Mexicans and Puerto Ricans. The ESL classes are offered at the Beginning, Intermediate and Advanced levels. 22 weeks are spent at each level and are taught with a Survival Skills context.

All aides but no instructors are bilingual. The instructional materials are available in Spanish and English. Counselors and Recruiters are also bilingual. An Advisory Committee is involved in Planning. Outreach is used as a development activity for the staff.

Placement and Budget

No Placement information is available.

The project is funded by Local VTAE institutions (Lakeshore Technical Institute and Milwaukee Area Technical College).

Sumary - NA ESL only.

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Institution La Casa de Esperanza, Inc.

Program Name English as a Second Language

Contact Person David Rosario

Address 410 Arcadian Ave. Waukesha, WI

Phone (414) 547-0887

Description

Although La Casa de la Esperanza does not offer ocupational training programs, it is interesting because of its placement record within the private sector. The ESL program there solely serves a Spanish speaking population. The two levels of instruction, Beginning and Intermediate, have a duration of 300 and 300-400 hours respectively. Currently a total of 14 students are participating in the ESL classes

which have one bilingual aide, one bilingual tutor, one bilingual instructor and one bilingual administrator. The instructional materials are monolingual. Although no occupational programs are now in effect, plans are being made for the development of Bilingual Learning Modules in the area of Foundry/Factory Occupations. The Hispanic Community provided the initiative for the ESL program although it is not directly involved with program Implementation or Placement. The ESL staff and the Support Service staff of La Casa de Esperanza work together closely. Instructional staff and materials are provided through Waukesha County Technical Institute.

Placement and Budget

Since the program began, 150 persons from the ESL program have been placed in the private sector. In the last year 20 persons from the ESL program have been placed in the private sector.

Now in its fith year of operation, the ESL program has in every year been funded out of 75% Federal monies and 25% State monies.

Sumamry - This is not a type of occupational training program. Students progress directly form ESL classes to employment or training.

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Institution North Central Technical Institute

Program Name GOAL Program

Contact Person Lois Gilliland

Address 1000 Schofield Ave., Wausau, WI

Phone (715) 675-3331

Description

The GOAL Program at the North Central Technical Institute offers ESL classes to a variety of LEP's although the predominant client group is Indochinese. LEP's compose 1% of the total student population. The ESL classes are offered at the Beginning and Intermediate level and currently serve 40 students. The focus of these classes is "somewhat" survival skills and "somewhat" of an occupational training context. Participation in ESL either before or during an occupational training program is optional. No bilingual services are offered, but Counseling, Recruiting, Testing/Evaluating and Financial Aid counseling are offered monolingually. The community participates in the Planning and Recruitment stages of the program. The ESL staff receives ABE in-service training and maintains coordination with the occupational instructors and the support services personnel

through meetings and conferences.

Placement and Budget

Not available.

Sumamry - Type 7.

ESL is separate from the occupational component although contact is maintained. Cost efficiency data is not available.

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Institution District One Vocational, Technical and Adult Education

Program Name Adult Basic Education

Contact Person Jack O'Connell

Address 620 W. Clairemont Ave., Eau Claire, WI

Phone (715) 836-3172

Description

District One VTAE in Eau Claire serves its LEP population by conducting ESL classes through the Adult Education Program and through the Indochinese Refugee Program. The client group, which consists of Laotians, Vietnameses, Mexicans, Taiwanese, Saudi Arabians, Iranians, Koreans and Nigerians, compose less than 1% of the total student population. The ESL classes concentrate on both survival and occupational skill language structures. The students may take ESL either before or during an occupational skill program depending on language proficiency. Because of the large variety of language groups served, there are no bilingual components in the program although tutors are available approximately 4 hours per week. The staff is offered an inservice workshop in dealing with Indochinese Refugees, and the community takes part in an Advisory Committee which is involved with Planning, Recruitment, Implementation, and Placement of the Indochinese Refugee Program. The ESL staff also coordinates its efforts with the occupational training instructors and the support service personnel although there is no formal connection between language and occupational classes. Students in the ESL classes can optionally take occupational skill classes.

Placement and Budget

These students have entered, completed and been placed in an occupational program:

Data Processing	1	Completed
Machine Tool	2	
Drafting	1	

Data Processing	2	Entered
Clothing Service	1	
Account Clerk	1	
Machine Tool	2	

The Adult Basic Education classes are funded by 50% Federal, 30% State and 20% Local monies. The Indochinese Refugee Program is funded by 100% Federal monies. The budgets by year are as follows:

	Adult Basic Education	Indochinese Refugee Program
79-80	15,000	37,000
78-79	15,000	31,000
77-78	10,000	25,000
76-77	8,000	20,000

Summary - Type 7.

This program offers ESL as a separate course of study from occupational training. There is coordination between the language and occupational components but they are separate.

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Institution Northwestern Wisconsin Technical Institute

Program Name ABE - Job Service

Contact Person Dave Wouters

Address 2740 W. Mason, Green Bay, WI 54303

Phone (414) 497-3138

Description

Northwestern Wisconsin Technical Institute serves an Indochinese population which is approximately 4% of the total student population. All levels of ESL are offered, and these classes concentrate on survival skills although there is a partial occupational context. The courses are offered before and during any occupational training that a student might wish to take. Although no occupational programs are offered bilingually, there is one program which merits closer inspection. A Machine Shop course for Indochinese has been offered in conjunction with Job Service. Fifteen students spent 24 hours per week for 24 weeks in this class. The job market had shown a need for Machine Shop workers, so Job Service provided the initiative for such a program. Job Service, NWTI and the community were involved in Planning, Recruitment, Implementation and Placement. Machine Shop companies were polled as to their need for new employees and the skills those employees must have. The course was structured from there. ESL classes were offered before

and during the program. A self-paced lab was set up, offering students an open ended course. The occupational skill is taught monolingually, but coordination is maintained between the ESL instructors and the occupational instructors. ESL concepts are presented in the inservice training sessions for staff.

Placement and Budget

The Indochinese program was funded through Job Service for approximately $8,000. Thirteen people completed that program and about 50-60% (8-9 people) were placed in the Machine Shop field.

Summary - Type 7.

This program offers ESL before and during the occupational program yet is separate from it. There is a high degree of coordination between the components.